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ABSTRACT

One of 11 guides intended for use at the junior high school level of career exploration, the primary focus of the teacher's guide is on consumer homemaking and the related occupational cluster. Unit one offers an overview of the consumer homemaking field and unit two deals with student self-evaluation. Units three through six investigate four occupational areas: (1) clothing, textiles, and fashion, (2) family and child development, (3) food and nutrition, and (4) housing and home management. Each unit specifies a unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, transparency masters, sample forms, questionnaires, tests, puzzles, charts and games. The appendix provides additional supportive activities and materials as well as a list of publishers addresses. (MW)

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EXPLORING CAREERS
IN
CONSUMER HOMEMAKING
AND
RELATED OCCUPATIONS:
A GUIDE FOR TEACHERS

Prepared by
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Curriculum Specialist
July 1974

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Junction City Junior High	Junction City, Kentucky	Mrs. Helen Cloyd
Manual Junior High	Louisville, Kentucky	Miss Saretha Williams Miss Cathy Johnson Mrs. Gladys Gaines
Martha Jane Potter School	Kona, Kentucky	Mrs. Rebecca Polly
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PREFACE

Career education may be described as a program of systematic educational experiences which prepares students for economic independence and personal fulfillment. Such a program should focus on the development of knowledge, general and specific abilities, and the awareness of the values of a work-oriented society; assisting all individuals--at all educational levels and ages--to interact with the economic sector.

Career education includes vocational training, but it is more than this. It aims toward developing the total individual; i.e. an individual able to perform all of his life roles with the skill, knowledge, and understanding necessary for success in all of these roles. It aims at developing the self-motivating and self-fulfilled individual who is a constructive force in the maintenance and improvement of the social body of which he is a part.

To meet the needs of individuals of all educational levels and ages, five phases of career education need to be implemented: awareness, orientation, exploration, preparation, and adult and continuing education.

Career awareness, emphasized early in the career development program, is to lead the individual in developing certain fundamental attitudes toward himself, toward other people, and toward work. Career orientation and exploration--emphasized in the middle school years--provides appropriate educational experiences which enable the individual to become familiar with the economic system and which allow the individual to explore various occupational clusters, to obtain initial work experience, and to integrate work values into his personal value system. The career exploration phase places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. During the preparation phase, which may begin at grade ten or later, the individual narrows his choices of careers and prepares to enter the labor market or to continue his education. The purposes of adult and continuing education are to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers.

Accepting the philosophy underlying career education probably means change for the educator and the educational system; it certainly means additional planning and organizing. Adopting this new concept could mean adding totally new programs, changing present programs, training new personnel, and/or developing new courses of study.

To say that education must change is one thing; implementing that change is something else. This guide, "Exploring Careers in Consumer Homemaking and Related Occupations" is one of eleven such guides (including "Orientation to the World of Work," an introduction to all the guides) which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school.

The following are suggestions for implementing this guide:

(1) It can be used as one of the eleven guides as resource material for a series of mini-courses or activity courses, each dealing with a separate occupational area or cluster.

(2) It can be used as a resource to integrate career exploration activities into the existing curriculum.

In either option, this career exploration cluster guide can provide a valuable resource for student exploration of the Consumer Homemaking and Related Occupations cluster.

INTRODUCTION

Purpose of the Guide

This guide is to help teachers of 7th, 8th, and/or 9th grade classes lead their students in exploring careers in the area of Consumer Homemaking and Related Occupations. It is to be used as an aid in developing effective teaching units. It attempts to break down the structure of the Consumer Homemaking and Related Occupations Cluster in such a way that it becomes manageable for a teacher who may not feel adequately prepared in this area. It identifies the components within each segment of the area, identifies careers within each segment, and gives examples of possible classroom experiences which could be used in the orientation and exploration phase of career education. It is hoped that the teachers and students will adapt the activities to meet their particular resources.

Suggestions for Using the Guide

The wide range of learning experiences suggested will be helpful in planning units for pupils of varying interests and abilities. In developing plans for teaching these units, the teacher implementing the program should consider the size of the class, the experiences and abilities of the students, and the resources available in the community in which the pupils live. There are a greater number of suggested activities and resources than it would be possible to use. Much more enthusiasm will be aroused if the students are able to have a variety of hands-on activities and are allowed to plan most of these activities. The teaching-learning experiences described in this unit should help the teacher suggest activities from which the students may choose. A large number of resource materials are listed in the hope that some of these materials may already be available in the school system.

Ideally these units should be taught in a home economics laboratory by a home economics teacher. However, it is agreed that this will not always be possible. The unit has been written to give ideas for improvising materials and equipment and simulating experiences. If the unit is taught by someone other than a home economics teacher, the teacher should make use of as many resource people as possible with home economics experience. Suggested resource persons are listed throughout the guide.

TABLE OF CONTENTS

Unit One: Exploration of Consumer Homemaking and Related Occupations 1

Unit Two: Self Analysis in Relation to Jobs in Consumer Homemaking and Related Occupations 25

Unit Three: Exploration of Clothing, Textiles, and Fashion Occupations 59

Unit Four: Exploration of Family and Child Development Occupations 123

Unit Five: Exploration of Foods and Nutrition Occupations 163

Unit Six: Exploration of Housing and Home Management Occupations. 213

Appendix: 257

UNIT ONE

EXPLORATION

OF

CONSUMER HOMEMAKING AND RELATED OCCUPATIONS

UNIT PURPOSE: To enable the student to see himself in relation to the many home economics occupational opportunities

PERFORMANCE OBJECTIVES: The student will be able to

I. Explain how the Consumer Homemaking and Related Occupations cluster contributes to the needs of the family and our society.

II. List the four areas which make up the structure of the cluster of Consumer Homemaking and Related Occupations.

I. The student will be able to explain how the Consumer Homemaking and Related Occupations Cluster contributes to the needs of the family and our society.

A. Suggested Content

1. Needs of the Family

   a. Clothing

      (1) Consumer information
      (2) Clothing construction skills
      (3) Clothing maintenance skills
      (4) Aesthetic appreciation

   b. Family relationships

      (1) Child care & guidance skills
      (2) Physical and mental health services
      (3) Human relation skills

   c. Foods

      (1) Consumer information
      (2) Food preparation skills
      (3) Nutrition and sanitation knowledge
      (4) Aesthetic appreciation

   d. Housing

      (1) Consumer information
      (2) Decorating skills
      (3) Maintenance skills
      (4) Aesthetic appreciation

2. Need for the Cluster

   a. The occupations related to the cluster are those occupations related to the home and the family.

   b. Previously most of these tasks were performed in the home by family members.

   c. Today over 1/3 of the people who are working in paid jobs outside the home are women. Therefore, many of the homemaking skills are now performed outside the home and help large numbers of people earn wages.

   d. There are at least 1,000 different job titles in home economics.

   e. Home economics is a field serving people in how to look, feel and live better. It includes professional, paraprofessional and entry-level jobs.

f. Most boys and girls marry and have homes of their own. Those who do not marry maintain a home whether it is a room, a mobile home, an apartment, or a home in a separate building.

g. Regardless of the occupation and marital status we choose, we all need to select food, clothing, furnishings, and shelter. Most of us are also responsible for the welfare of family members and need to make wise choices when purchasing goods and services.

h. The skills of making a home are important to all members of American society, and the education for home and family living is an important part of the education of people at all age levels.

B. Suggested Teaching-Learning Activities

1. Refer to the needs of the family given in the content on page 3. Divide the class into small groups and assign each group one or more of the needs listed. Ask the group to list all occupations that would be involved in the fulfillment of each need.

2. Use the above list to prepare a bulletin board entitled "Our Home Economics Tree Is Fruitful," page 13.

3. Create for the students an imaginary pioneer setting. Ask them to brainstorm and list all the tasks for which each family member was responsible. Using this list, have the students determine the following:

   a. Tasks which are still a responsibility of present day families

   b. How these tasks for which families are still responsible have changed

   c. Which tasks have become the responsibility of someone other than the family

   d. Who is assuming these tasks which are no longer the responsibility of the family

4. Invite a resource person to talk to the class on the changing role of family members. Refer to resource persons listed on page 5.

5. Invite a home economist who has had a variety of jobs, including homemaking, to talk to the class about her job experiences.

6. Display a bulletin board and/or a poster prepared by a home economics teacher, a high school homemaking class or a Future Homemakers of America member depicting the broad scope of the total home economics program offered in the local schools.

C. Suggested Evaluation

1. Give each student an imaginary family need situation and ask him/her to explain what persons and/or resources in the field of consumer homemaking would be used to meet this need.

D. Suggested Resources

1. Resource Persons

    a. Family counselor
    b. Homemakers
    c. Grandparents
    d. Home economist
    e. Lawyer
    f. Marriage counselor
    g. Minister
    h. Parents
    i. Social worker
    j. Welfare worker
    k. Womens liberation movement representative
    l. Young married couples

2. Bulletin Board Idea

    a. "Our Home Economics Tree Is Fruitful," page 13.

3. See complete reference list for Unit I, pages 11-12.

II. The student will be able to list the four areas which make up the cluster of Consumer Homemaking and Related Occupations.

A. Suggested Content

1. Structure of the Cluster

a. Clothing, textiles, and fashion

(1) Homemaking
(2) Production
(3) Maintenance
(4) Fashion and retailing
(5) Professional home economics

b. Family and child development

(1) Homemaking
(2) Child care and guidance
(3) Family relations
(4) Care of the ill and/or elderly
(5) Professional home economics

c. Foods and nutrition

(1) Homemaking
(2) Production and service
(3) Distribution
(4) Professional home economics

d. Housing and Home management

(1) Homemaking
(2) Household maintenance and management
(3) Furnishing service and design
(4) Professional home economics

2. Researching the Cluster

a. During the study of Units III, IV, V, and VI, the students will be researching careers in four areas of home economics and recording the information obtained. The students may work individually, in pairs, or in groups.

b. Individual students or groups of students may choose the jobs they wish to research, or the job families may be divided into sections and a group of students assigned to each section. (Such a breakdown is shown above in the structure of the cluster.)

Note: See bulletin board suggestion "Tracking Careers," on page 14.

c. The students, with the teacher's guidance, should decide what information they wish to secure about each job they research. Their list should include some of the following:

(1) Job titles
(2) Opportunities for training
(3) Trends and outlooks
(4) Principal duties and/or tasks performed
(5) Individual benefits and rewards
(6) Opportunities for employment
(7) Opportunities for advancement
(8) Working conditions
(9) Education and/or skills needed
(10) Personal qualifications needed

d. The students, with the teacher's guidance, will need to identify a method of recording the information they obtain in their research. The following are examples of methods of recording information concerning jobs:

(1) One suggestion for recording the information is to make a chart which includes the facts the students choose to research. An example follows:

Job Title	Requirements	Opportunities for Advancement	Principal Duties	Expected Income

(2) Other examples of methods of recording information are found on pages 15-20. (These pages may be removed and duplicated.)

(3) One or two students may act as secretaries and devise a filing system for the information obtained.

e. As the students are doing research to determine the jobs and/or careers available in each area, they may wish to find pictures which illustrate the jobs they are researching and make a bulletin board or collage of the careers.

B. Suggested Teaching-Learning Activities

1. Have students brainstorm for occupations which relate to home economics. Make a list of these jobs.

2. Prepare student handouts from "Is There a Home Economics Job In Your Future?" page 21, or have the students make a bulletin board using this idea. Ask the students to study the list of occupations in this handout or bulletin board, and add additional occupations to the class list.

3. Assign references which will acquaint the students with careers in home economics. Any careers discovered which are not already on the class list should be added.

4. Show films and/or filmstrips which will acquaint the students with home economics careers. (See reference list pages 11-12.)

5. Help the students group the jobs they have discovered into the four areas in which they will be studying them. (See bulletin board suggestion "We've Got the Home Economics Bug," page 22.)

6. Create a career corner in the classroom where all the references and resource materials are kept.

C. Suggested Evaluation

1. Ask the students to name the four areas which make up the Consumer Homemaking and Related Occupations Cluster, and to list two jobs related to each area.

2. Complete crossword puzzle "Home Economics Cluster Crossword," page 23.

D. Suggested Resources

1. Bulletin Board Suggestions

    a. "Tracking Careers," page 14.
    b. "We've Got the Home Economics Bug," page 22.

2. Student Materials

    a. "Home Economics Cluster Crossword," page 23.
    b. "How to Study an Occupation," pages 15-16.
    c. "Information on a Career," pages 17-20.
    d. "Is There a Home Economics Job in Your Future?" page 21.

3. See complete reference list for Unit I on pages 11-12.

SUPPORTIVE MATERIALS

UNIT ONE

9/10

REFERENCE LIST FOR UNIT ONE

Books

1. Careers in Home Economics by Helen Hoeflin, The Macmillan Company.
2. Exciting Careers for Home Economists by Lila Spencer, Simon and Schuster, Incorporated.
3. Exploring Home and Family Living by Henrietta Fleck and Louise Fernandez, Ch. 22, Prentice Hall.
4. Focus and Promise of Home Economics: A Family Oriented Prospective by Selma F. Lippeatt and Helen I. Brown, The Macmillan Company, 1965.
5. Futures for Home Economists by Theresa R. Humphreyville, Prentice Hall.
6. Home Economics as a Profession by Mildred Tate, McGraw-Hill.
7. Home Economics Careers for You by Velma Phillips, Harper and Row.
8. Home Economics--Career and Homemaking by Olive Hall, John Wiley and Sons.
9. Homemaking for Teenagers, Book I, by Irene E. McDermott and Florence W. Nicholas, Chapter 4, Charles A. Bennett Company.
10. Homemaking for Teenagers, Book 2, by Irene E. McDermott, Jeanne L. Norris, and Florence W. Nicholas, Charles A. Bennett Company.
11. Personal Perspectives by Beatrice Paolucci, Theodora Faiola, and Patricia Thompson, Webster Division, McGraw-Hill Book Company.
12. Teen Horizons by Dora S. Lewis, Anna K. Banks, and Marie Banks, The Macmillan Company, Ch. 26.
13. Your Future As A Home Economist by Jeanne Paris, Arco Publishing Company.

Bulletins

1. "Are You Cut Out for a Career in Home Economics," College of Home Economics, University of Kentucky.
2. "Educators Grade Guide to Free Teaching Aids," Educators Progress Service.
3. "Educators Guide to Free Films," Educators Progress Service.

Bulletins (continued)

4. "Educators Guide to Free Filmstrips," Educators Progress Service.
5. "Home Economics Careers," American Home Economics Association.

Comic Book

1. "Consumer and Homemaking Related Careers," King Features.

Films

1. "Be Involved, Be a Home Economist," American Home Economics Association.
2. "It's an Exciting Career--Home Economist in Business," J.C. Penny Company.
3. "Keys for the Homes of Tomorrow," Association Sterling Films (27 min. Free.)
4. "Why Study Home Economics?," Audio Visual Services, University of Kentucky (11 min. $2.00.)

Filmstrips

1. "Consumer Homemaking," Westinghouse Learning Press (Cassette and filmstrip.)
2. "A New Look at Home Economics Careers," Guidance Associates (Filmstrip and record-$18.00, Filmstrip and cassette-$20.00.)

Games

1. See Appendix pages 257-258 for game ideas which may be adapted for this unit.

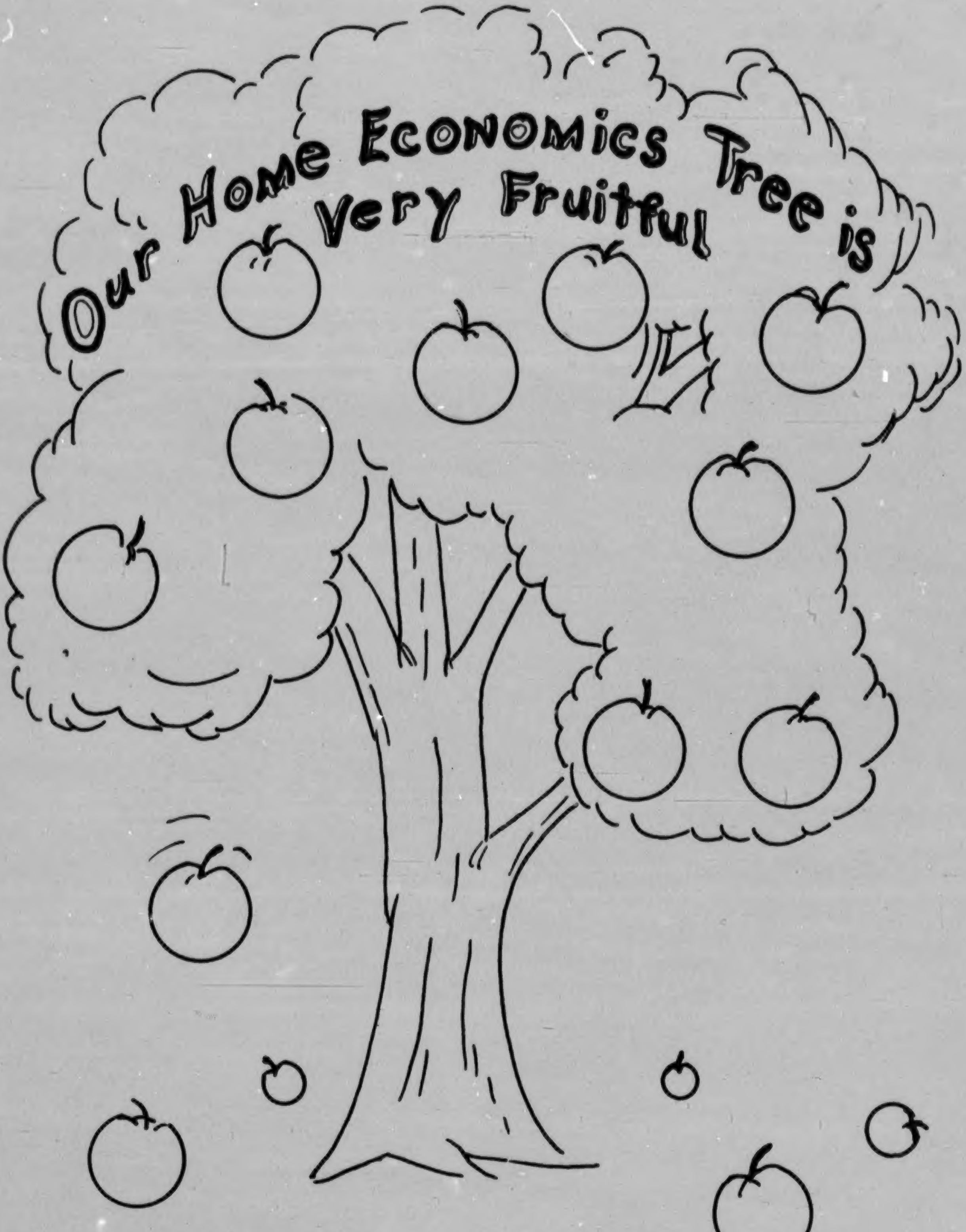
Periodicals

1. Career World, Curriculum Innovations Incorporated.
2. Cosmopolitan, "Home Economists--Today's New Glamor Girls," Vol. 158, No. 4, April 1965.

Slides

1. "Careers in Homemaking", Columbia Gas Company (Free on request from local gas company.)

Addresses of publishers and distributors can be found in the Appendix.


Our Home Economics Tree is
Very Fruitful

Write a Home Economics related career on each apple.

TRACKING
CAREERS

R.GILMORE CURR. DEVE CNTR UK 1085#12 Home Ec,+1227#7

HOW TO STUDY AN OCCUPATION

1. Job Title

2. Nature of work

   a. What are the activities, duties and responsibilities of the worker in this occupation?

   b. What kinds of interests underlie the occupation?

3. Mental requirements

   a. Check the following mental abilities that are required.

      _____ Verbal comprehension

      _____ Reasoning

      _____ Numerical ability

      _____ Spatial aptitude

      _____ Mechanical comprehension

4. Personality requirements

   a. Check the personality quality the job will require.

      _____ Sociable?

      _____ Energetic?

      _____ Persuasive?

      _____ Careful about details?

      _____ Persistent?

5. Educational and training requirements

   a. What kind of education is necessary?

   b. What level of education is necessary?

   c. What type of apprenticeship or internship is necessary for entrance into the occupation?

   d. What type of in-service training can be expected on the job?

   e. How do you gain admission to the required types of training?

   f. What is the length of training in school? On the job?

   g. How much will this training probably cost?

6. Entrance into the occupation

   a. What kind of certificate or license, if any, will you need to practice the occupation?

   b. Is membership in a union or professional society required?

   c. Are any special agencies for employment used in getting a job?

7. Check possible restrictions affecting eligibility for the occupation.

   _____ Age

   _____ Men only, women only

   _____ Race or nationality

   _____ Physical attributes, personal appearance

   _____ Other ____

8. Working conditions

   a. Physical conditions

   b. Hours of work

   c. Physical activity

9. Demand and supply of workers

   a. Outlook for future

   b. Turnover

10. Income, promotion, and security

   a. What beginning annual income may be expected?

   b. What are the possibilities for promotion?

   c. To what related occupations might transfer be made, either as a promotion or as a substitution for the original job?

   d. What degree of security does the occupation offer?

   e. What is the policy for paid vacations? Sick leave?

   f. What sort of pension or retirement plan, if any, is provided?

   g. At what age are workers ordinarily retired?

INFORMATION ON A CAREER

1. Job title: ______________________________

2. Physical requirements of the career:

   (1) ______________________________

   (2) ______________________________

   (3) ______________________________

   (4) ______________________________

   (5) ______________________________

3. The location of places I could find employment:

(1)	______________	(4)	______________
(2)	______________	(5)	______________
(3)	______________	(6)	______________

4. Necessary personal tools and equipment for the career:

   (1) ______________________________

   (2) ______________________________

   (3) ______________________________

   (4) ______________________________

   (5) ______________________________

5. The income expected:

   (1) Starting salary per week ______________

   (2) Expected earnings after 2 years ______________

   (3) Expected earnings after 10 years ______________

6. Chances for advancement:

   (1) In this position ______________________________

   (2) By changing to another position ______________________________

7. Health and/or hazards found in this career:

(1) ____________________

(2) ____________________

(3) ____________________

8. Retirement benefits in this career:

(1) Covered by Social Security? ____________

(2) Covered by private retirement plan? ____________

(3) Retirement age in this career? ____________

9. Duties of this career:

(1) ____________________

(2) ____________________

(3) ____________________

(4) ____________________

(5) ____________________

10. What will be the need for people in this career in 25 years?

(1) ____________________

(2) ____________________

11. What vacation benefits?

(1) ____________________

(2) ____________________

12. What is the demand for persons in this career?

(1) ____________________

(2) ____________________

13. Does the worker have to

(1) Have a special license? ____________

(2) Become a union member? ____________

14. What special aptitudes are required?

(1) ______________________________

(2) ______________________________

(3) ______________________________

15. What personality traits are most helpful in this job?

(1) ______________________________

(2) ______________________________

(3) ______________________________

16. What are the general working conditions?

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

17. What education or training is required for this occupation?

(1) High school ____ (4) College graduation ____

(2) Apprenticeship ____ (5) Graduate school ____

(3) Vocational school ____

18. Where can the necessary education be obtained?

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

19. What will be the cost of the necessary training? ______________

20. Five aspects of this career that appeal to me:

(1) ____

(2) ____

(3) ____

(4) ____

(5) ____

21. Two disadvantages I see in this career:

(1) ____

(2) ____

22. Two advantages I see in this career:

(1) ____

(2) ____

23. Compare your findings about the career area with your self analysis.

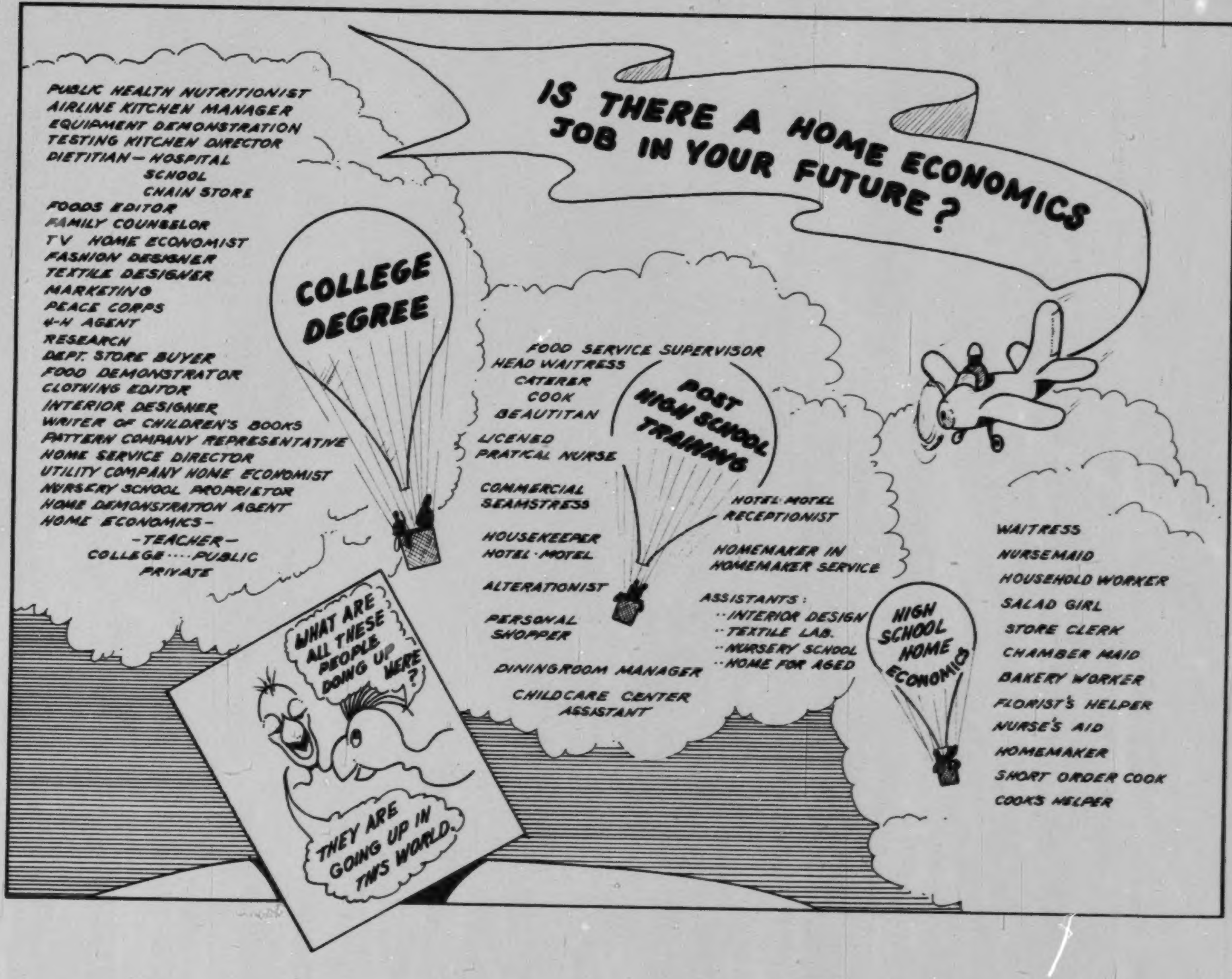
(1) Do I qualify for this career? _________________________

(a) If no, why not? _________________________________

(2) Would I be happy in this career? ______________________

(a) If no, why not? _________________________________

Adapted from: "Let's
Explore Your Career" -
Cooperative Extension
Service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·· INTERIOR DESIGN
·· TEXTILE LAB.
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THEY ARE GOING UP IN THIS WORLD.

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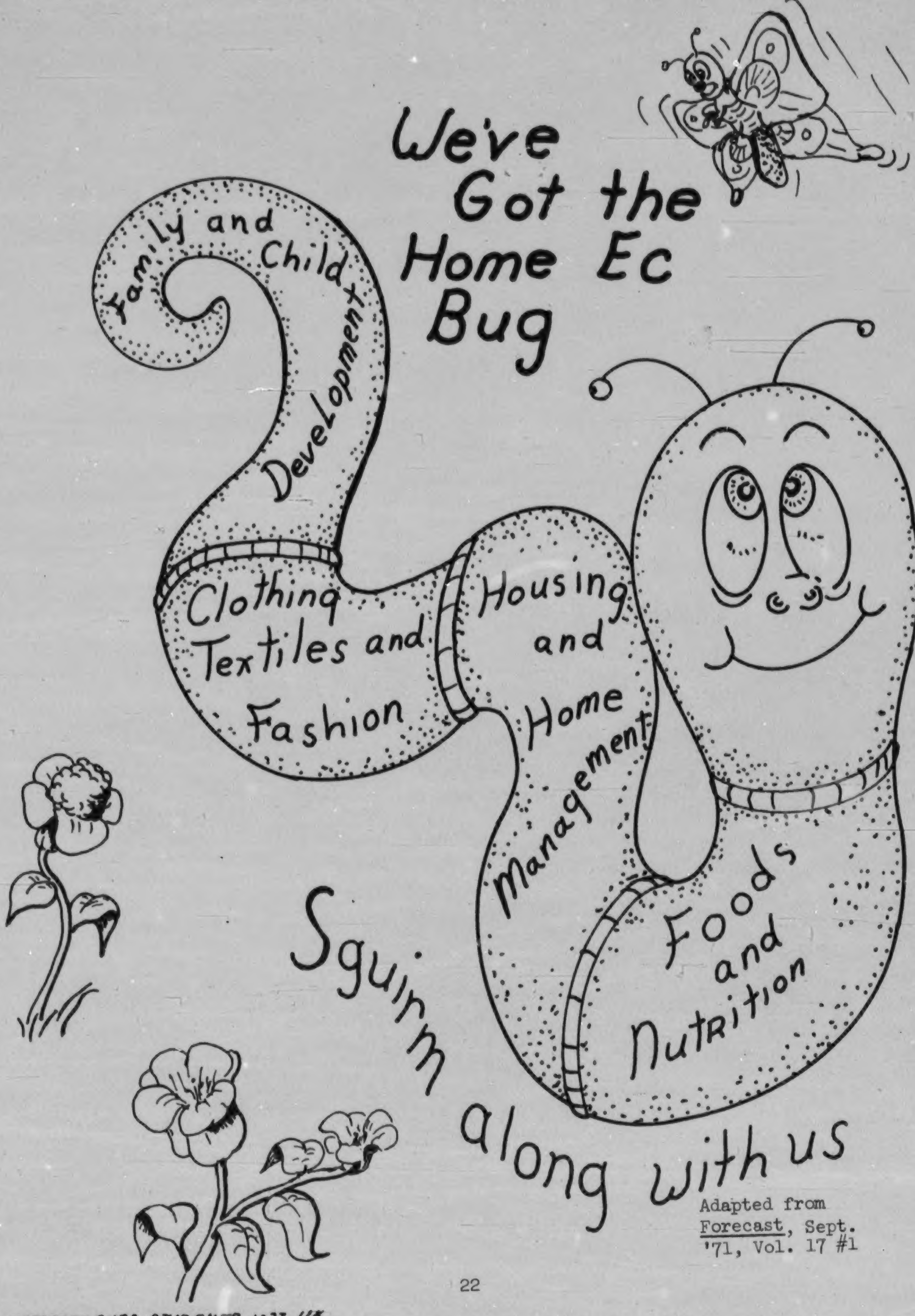
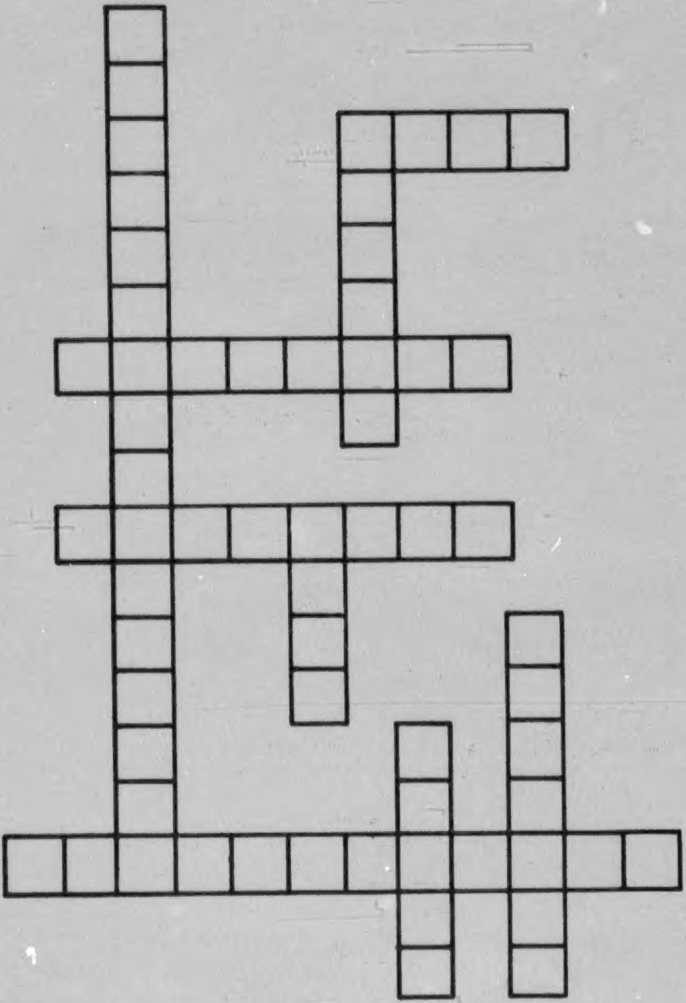

We've Got the Home Ec Bug
Family and Child Development
Clothing Textiles and Fashion
Housing and Home Management
Foods and Nutrition
Squirm along with us

Adapted from
Forecast, Sept.
'71, Vol. 17 #1

S.SMITZER.CURR.DEVE ENTR.1227.UK

HOME ECONOMICS CLUSTER CROSSWORD



Across

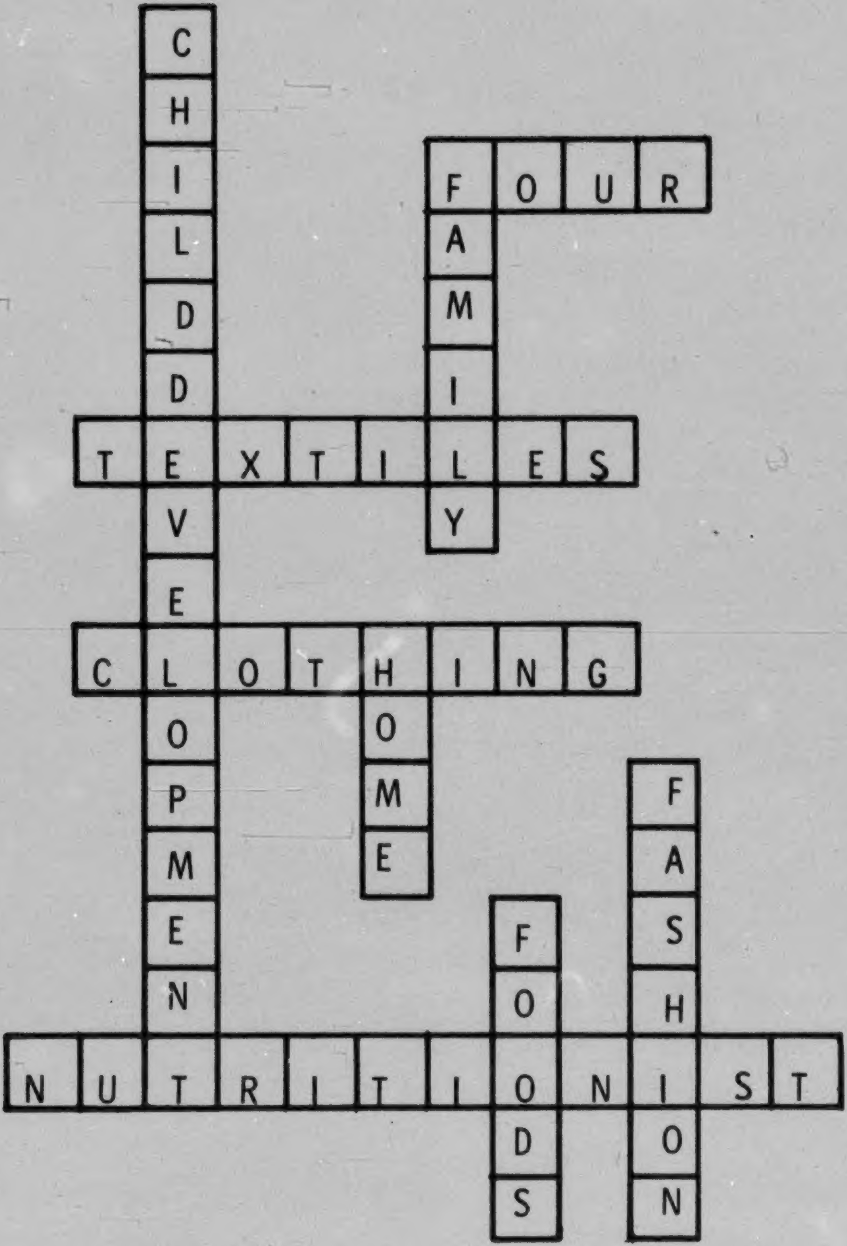
1. There are _____ general areas in home economics cluster.
2. A dyer would be employed in the ________ industry.
3. A seamstress is a part of this industry.
4. A person who is a nutrition expert.

Down

1. A marriage counselor is in the ______ area.
5. This area concerns itself with the growing child.
6. The housing industry is concerned with the ______.
7. The _____ industry employs chefs.
8. A model is employed by this industry.

KEY

HOME ECONOMICS CLUSTER CROSSWORD


CHILD DEVELOPMENT
FOUR
FAMILY
TEXTILES
CLOTHING
HOME
FASHION
FOODS
NUTRITIONIST

UNIT TWO

SELF ANALYSIS IN RELATION TO JOBS

IN

CONSUMER HOMEMAKING AND RELATED OCCUPATIONS

UNIT PURPOSE: To enable the student to select career opportunities in the field of Consumer Homemaking and Related Occupations that are compatible with his/her personal characteristics

PERFORMANCE OBJECTIVES: The student will be able to

I. Evaluate his/her own personality.

II. Develop a plan for reaching a personal goal that reflects his/her value system.

I. The student will be able to evaluate his/her own personality.

A. Suggested Content

1. Personality is the sum total of the individual which includes

   a. the way he walks,
   b. the way he dresses,
   c. the way he talks,
   d. the way he thinks,
   e. his feelings,
   f. his hopes and dreams.

2. A good understanding of one's self will help one get along with others.

3. Making wise vocational choices necessitates assessing one's personal assets and liabilities.

4. Every person needs to assess his abilities and aptitudes in relation to his field of interest.

5. Self analysis involves critical evaluation and recognition of those qualities that the individual may be able to develop or improve and those qualities which he may be unable to change.

B. Suggested Teaching-Learning Activities

1. As an interest approach, construct a bulletin board using one of the ideas given on pages 36-38.

   Note: If the students have completed an orientation unit on the world of work or some other unit in which they have recently analyzed their abilities and interests, you will only need to review to help them remember their conclusions.

2. Give the "Job Awareness Pretest" found on pages 39-40.

3. Ask each student to list a number of personality traits he/she thinks are important, in order of their importance.

4. Have each student describe a person with a personality he/she admires.

5. Request each student to complete the "Personal Inventory Sheet" found on pages 41-42.

6. Ask students to check both columns of the "Self Picture Checklist" found on pages 43-44. In column number 1 they should check the items which best describe themselves. In column number 2 they should check the items which they would like to be able to use in describing themselves. After comparing the two columns ask them to decide what they need to do to make the second list a reality.

7. Present the "Personality Diagram" on page 45 for class discussion.

8. Have each student complete the "Personality Checklist" on page 46 and "Personal Characteristics" on page 47. Help the students interpret check sheets.

9. Assign reference which will help students identify personal assets and liabilities as they relate to employment. First Foods, Chapter 15.

10. Ask each student to make lists of both personal assets and personal liabilities. Be sure they include the following:

    a. Interests
    b. Abilities
    c. Skills
    d. Personality
    e. Grooming
    f. Physical attractiveness
    g. Fitness
    h. Attitude
    i. Leadership qualities

    Note: The student may need to research these characteristics if they are unable to grasp this assignment.

11. After these lists have been made, help the students

    a. see that their strengths outweigh their weaknesses.

    b. plan and carry out a self-improvement program using "Personal Plan For Self Improvement," page 48.

C. Suggested Evaluation

1. Ask each student to describe himself/herself as an author would describe a character in a book. Remind them to include both assets and liabilities. The list of personal characteristics given in activity 10 above will help with this evaluation.

D. Suggested Resources

1. Bulletin Board Suggestions

    a. "Can You Follow This Trail?" page 36.
    b. "Choosing Your Career," page 37.
    c. "Turn On, Tune In Your Future," page 38.

2. Student Materials

    a. "Job Awareness Pretest," page 39.
    b. "Personal Characteristics," page 47.
    c. "Personal Inventory Sheet," pages 41 and 42.
    d. "Personal Plan For Self Improvement," page 48.
    e. "Personality Checklist," page 46.
    f. "Personality Diagram," page 45.
    g. "Self Picture Checklist, page 43-44.

3. See complete reference list for Unit II page 35

II. The student will be able to develop a plan for reaching a personal goal that reflects his/her value system.

A. Suggested Content

1. Making wise vocational choices necessitates assessing one's personal values and goals.

2. Setting up goals for one's personal growth and occupational preparation is a means of achieving the personal worth and occupational competencies necessary for success.

3. Values are learned from parents, peers, friends, church, and community, and are products of our own experiences.

4. A goal is an ambition one wishes to attain.

B. Suggested Teaching-Learning Activities

1. Ask each student to complete the open-ended statement, "Values are ________________." Help the class to compare their answers and discuss the implication.

2. As an assignment, ask the students to

   a. Compile a list of ten personal values.

   b. Ask their parents to list ten personal values in the order of their importance to them.

   c. Compare the two lists and conclude what influence the parents have had in developing the student's values.

3. Ask the class to define "goals," and to differentiate between long-term and short-term goals.

   Note: See bulletin board suggestion "The Devil Made Me Forget," page 49.

4. Give the students a list of items and ask them to decide which would be short-term and which would be long-term goals. The following is a suggested list of items:

   a. A college degree
   b. A colored T.V.
   c. Completion of apprenticeship training
   d. An A in math
   e. A new car
   f. A new dress or suit
   g. A promotion on a job

5. Brainstorm to determine some big goals which would contribute to personal development and occupational success. These should include the goals listed below:

   a. Analyze and understand one's self.

   b. Develop the personality traits and behavior patterns which contribute to success.

   c. Study occupational opportunities and analyze the job requirements of each.

   d. Analyze one's own qualifications in meeting or preparing to meet the requirements of these jobs.

   e. Prepare for a job if it appears that satisfaction will be found in it.

   f. Use all of one's abilities in carrying out the requirements and expectations of the job.

6. Divide the class into small groups and ask each group to write and dramatize a skit entitled "If I Had Three Wishes." Lead the entire class in a discussion of the values and goals which influenced the decisions dramatized in these skits.

7. Give the students the forced answer test, "Values and Goals," on pages 50-53. Help the class check these tests and compare the results with the ten values they listed previously. Use "Directions for Scoring Values Test," on pages 54-55.

C. Suggested Evaluation

1. Have the students use the ten values they previously listed and/or the values which they chose most often on the forced answer test, and develop a list of immediate and long term goals. They may use "Charting My Goals," on page 56.

2. Ask each student to choose a goal that seems most important to him now and complete a plan for reaching it, using "Plan For Selecting My Goal," page 57.

D. Suggested Resources

Note: November-December, 1973, issue of Illinois Teacher is devoted to the exploration phase of career education. It includes a number of exploratory self-tests and suggested teaching techniques that may be useful in planning this unit.

1. Bulletin Board Suggestion

    a. "The Devil Made Me Forget," page 49.

2. Student Material

    a. "Charting My Goals," page 56.
    b. "Plan For Selecting My Goal," page 57.
    c. "Values and Goals," pages 50-53.
    d. "Values and Goals Directions For Scoring," pages 54-55.

3. See complete reference list for Unit II on page 35.

SUPPORTIVE MATERIALS

UNIT II

REFERENCE LIST FOR UNIT TWO

Books

1. First Foods by Marion L. Cronan and June Atwood, Bennett Book Company, 1971, Chapter 15.
2. The Job You Want by Margaret E. Andrews, Gregg Division, McGraw Hill Book Company, Paperback, $1.76, pp. 25-38.
3. Steps in Home Living by Florence M. Reiff, Bennett Book Company, 1971, 2nd edition, Chapter 1.
4. Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard, McKnight and McKnight Publishers, 1970, pp. 111-149.

Bulletins

1. "Are You Cut Out For A Career In Home Economics," College of Home Economics, University of Kentucky (Free.)
2. "Home Economics Careers," American Home Economics Association.

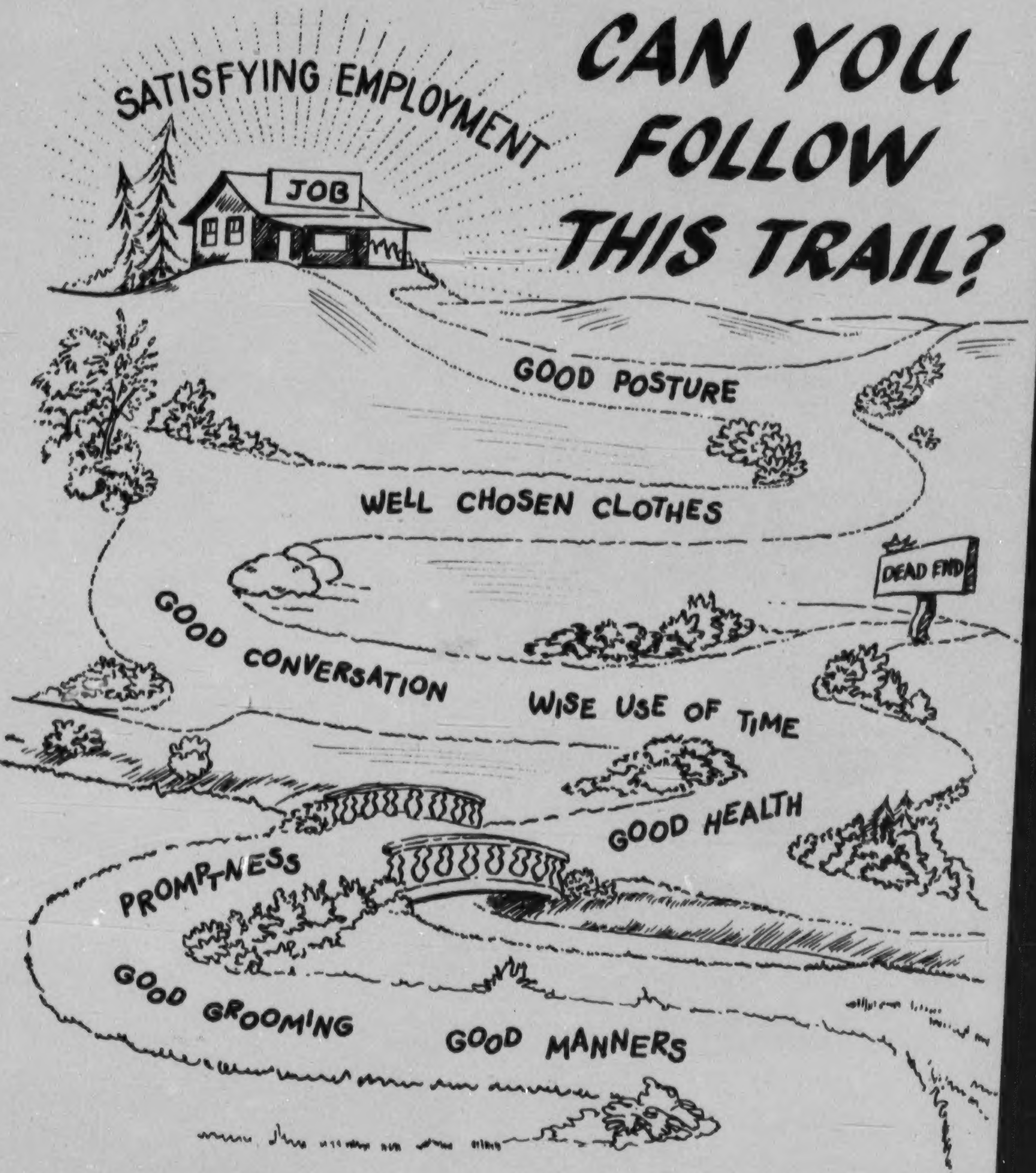
Games

1. See Appendix pages 257-8 for game ideas which may be adapted for this unit.

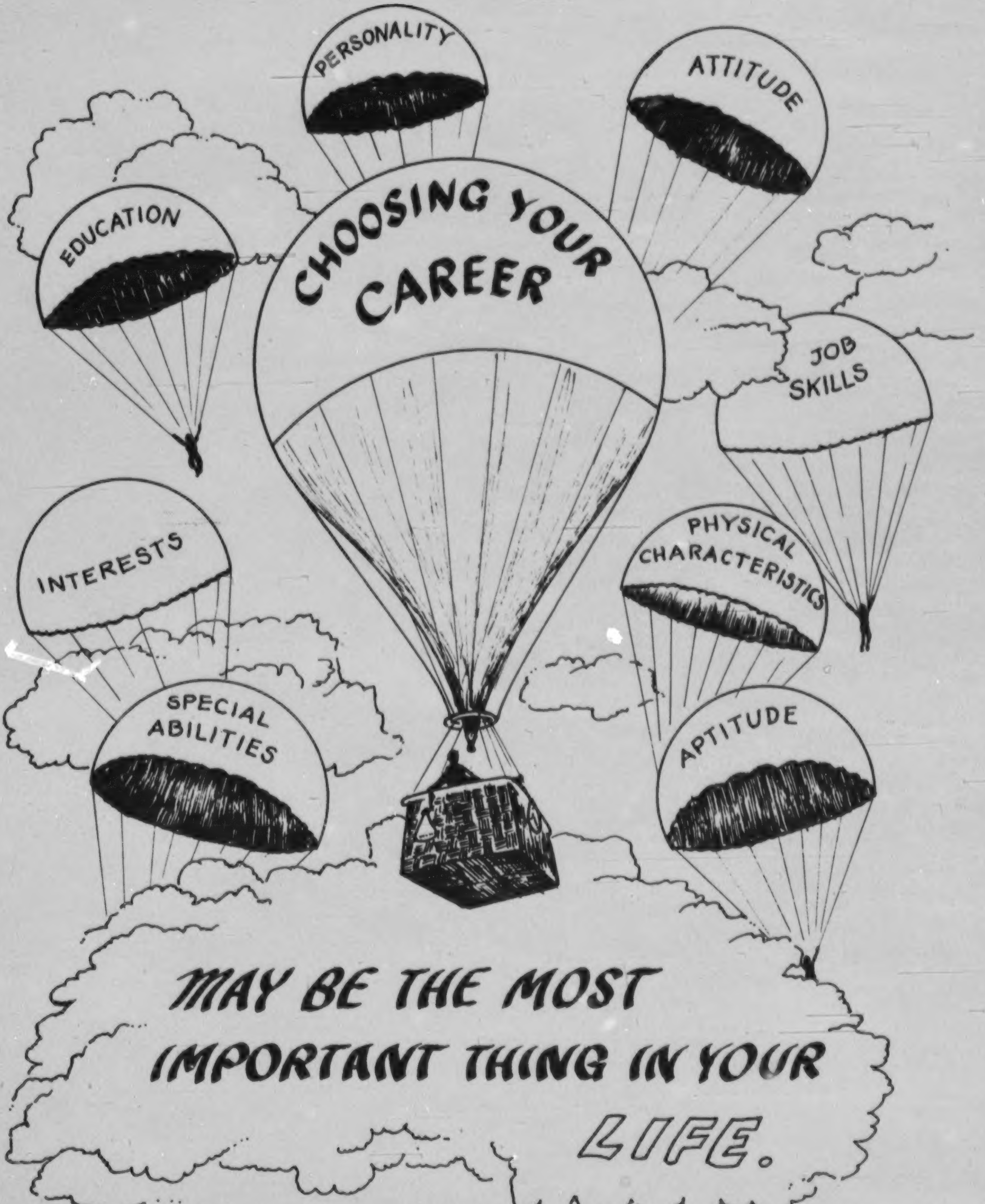
Periodicals

1. Illinois Teacher, Vol. XVII, No. 2, November-December, 1973 (single copies $1.25, 5 issues per year, subscription $5.00.)

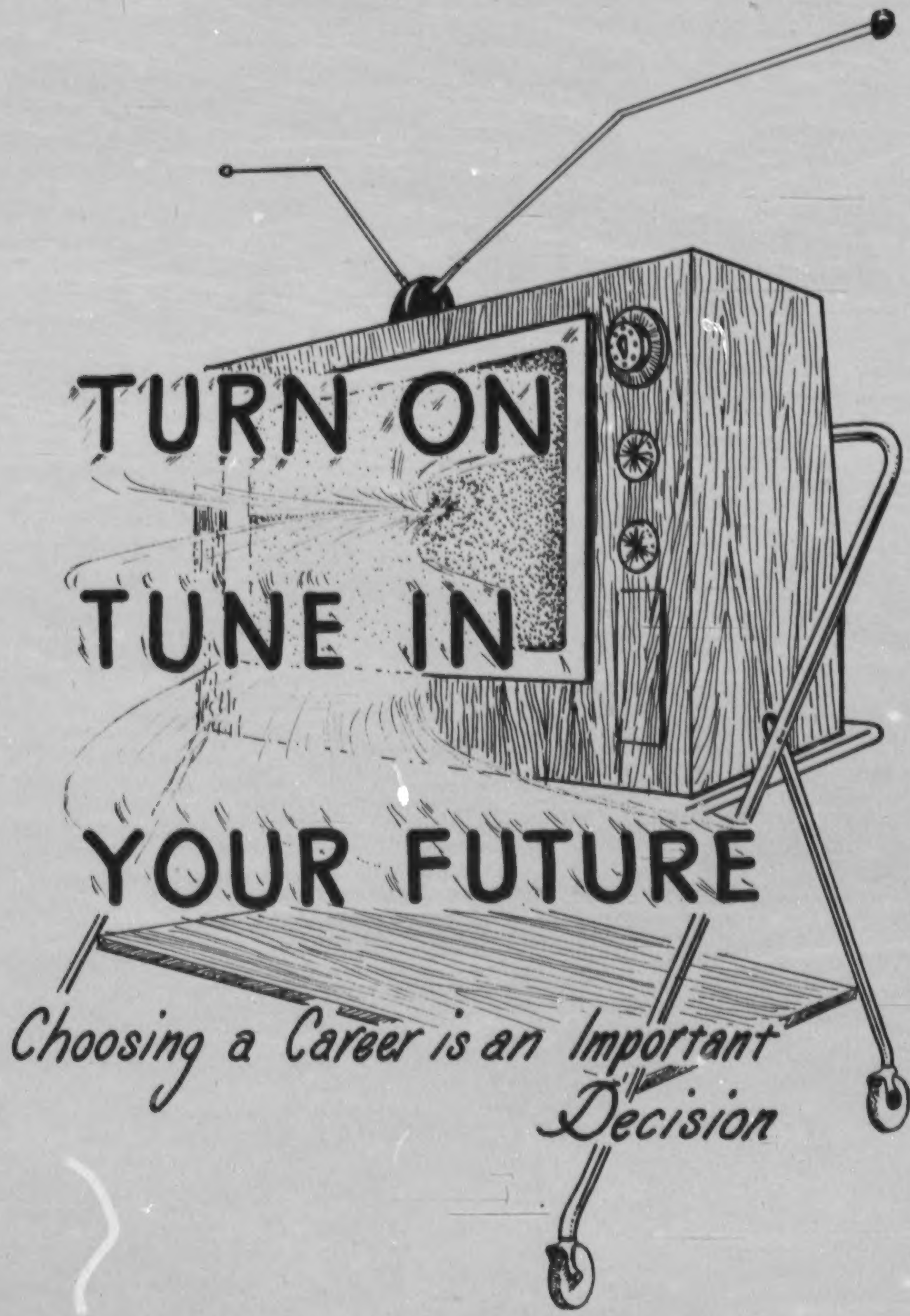
Addresses of publishers and distributors can be found in the Appendix.


CAN YOU FOLLOW THIS TRAIL?
SATISFYING EMPLOYMENT
JOB
GOOD POSTURE
WELL CHOSEN CLOTHES
DEAD END
GOOD CONVERSATION
WISE USE OF TIME
GOOD HEALTH
PROMPTNESS
GOOD GROOMING
GOOD MANNERS

R GILMORE CURR DEV'L. CNTR UK 856-1


PERSONALITY
ATTITUDE
EDUCATION
CHOOSING YOUR CAREER
JOB SKILLS
INTERESTS
PHYSICAL CHARACTERISTICS
SPECIAL ABILITIES
APTITUDE
MAY BE THE MOST IMPORTANT THING IN YOUR LIFE.

R.GILMORE. INST.MAT. LAB, U.K. 799-17


TURN ON
TUNE IN
YOUR FUTURE
Choosing a Career is an Important Decision

T. GILMORE ILL. OT 799-3

JOB AWARENESS PRETEST

1. What career would you prefer if you had the ability and there were no obstacles in your way?

2. What three careers have you considered as your possible life work? (List these in order of preference.)

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. Answer the following questions for each of your three choices.

   a. How much training will you need for the job?

      First choice ______________________________

      Second choice ______________________________

      Third choice ______________________________

   b. Who will train you?

      First choice ______________________________

      Second choice ______________________________

      Third choice ______________________________

   c. How much will the training cost?

      First choice ______________________________

      Second choice ______________________________

      Third choice ______________________________

   d. What chances for advancement are there?

      First choice ______________________________

      Second choice ______________________________

      Third choice ______________________________

e. Why do you feel you would be successful in this career?

First choice ______

Second choice ______

Third choice ______

f. What salary do you expect to earn the first year? After five years? At the peak of your earning power?

First choice ______

Second choice ______

Third choice ______

4. List the things you like (Hobbies, sports, social activities, school work, etc.)

5. Which of these interests would your first career choice satisfy? Why?

6. List your school subjects in order of grades made, beginning with the one in which you made the best grades.

7. Would your strong subjects help you in your first career choice?

8. Are you now employed? If the answer is yes, what do you do and what hours do you work? If the answer is no, would you like to locate a job for part time, full time, or summer work?

PERSONAL INVENTORY SHEET

Name ____
Last First Middle (Nickname)

I have _______ brothers and _______ sisters older than I.

I have _______ brothers and _______ sisters younger than I.

I have lived in _______ different towns.

Father's occupation ______________________________

Where employed ______________________________

Mother's occupation ______________________________

Where employed ______________________________

I do not live with my parents, I live with ______________________
Name Relationship

I have also lived with ______________________________
Name Relationship

I am in grade __________.

I expect to stay in school until I have completed grade _______.

In general my grades are Excellent _______ Above average _______
Average _______ Below average _______

My favorite subjects in school are ______________________________

____.

The subjects I like least are ______________________________

____.

After high school I hope to

--attend ______________________________
Trade School/College/University

--get a job with ______________________________

as a ______________________________.

--to be a housewife ___________ and hold a

job too. ___________

--I do not plan to work outside the home _____.

My big ambition is to ____

I prefer to work: Outdoors _____ Indoors _____ With people _____

With machines _____.

I would like to become a ______________________________________
occupation or profession

and live in ____.
city and state

If you plan to continue your education, what is the major reason for doing so?

_____ Make more money

_____ My career requires more education

_____ Make contacts for business

_____ Friends are continuing their education

_____ For athletics

_____ Parents want me to continue my education

_____ Social reasons

_____ No special reason

_____ OTHER ______________________
(specify)

If you are not continuing your education beyond high school, why?

_____ I want to earn money

_____ I want to get married

_____ I want to go into military service

_____ I can't afford it

_____ I can't because of family problems

_____ I can't because I am married

_____ My grades are not good enough

_____ OTHER ______________________
(specify)

Adapted from
"Occupation Work Experience"
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

SELF-PICTURE CHECKLIST

Directions: In column 1 check the words which you feel describe you. In column 2 check the words you would like to describe you. Compare the two lists. Determine what you need to do to make the second list a reality.

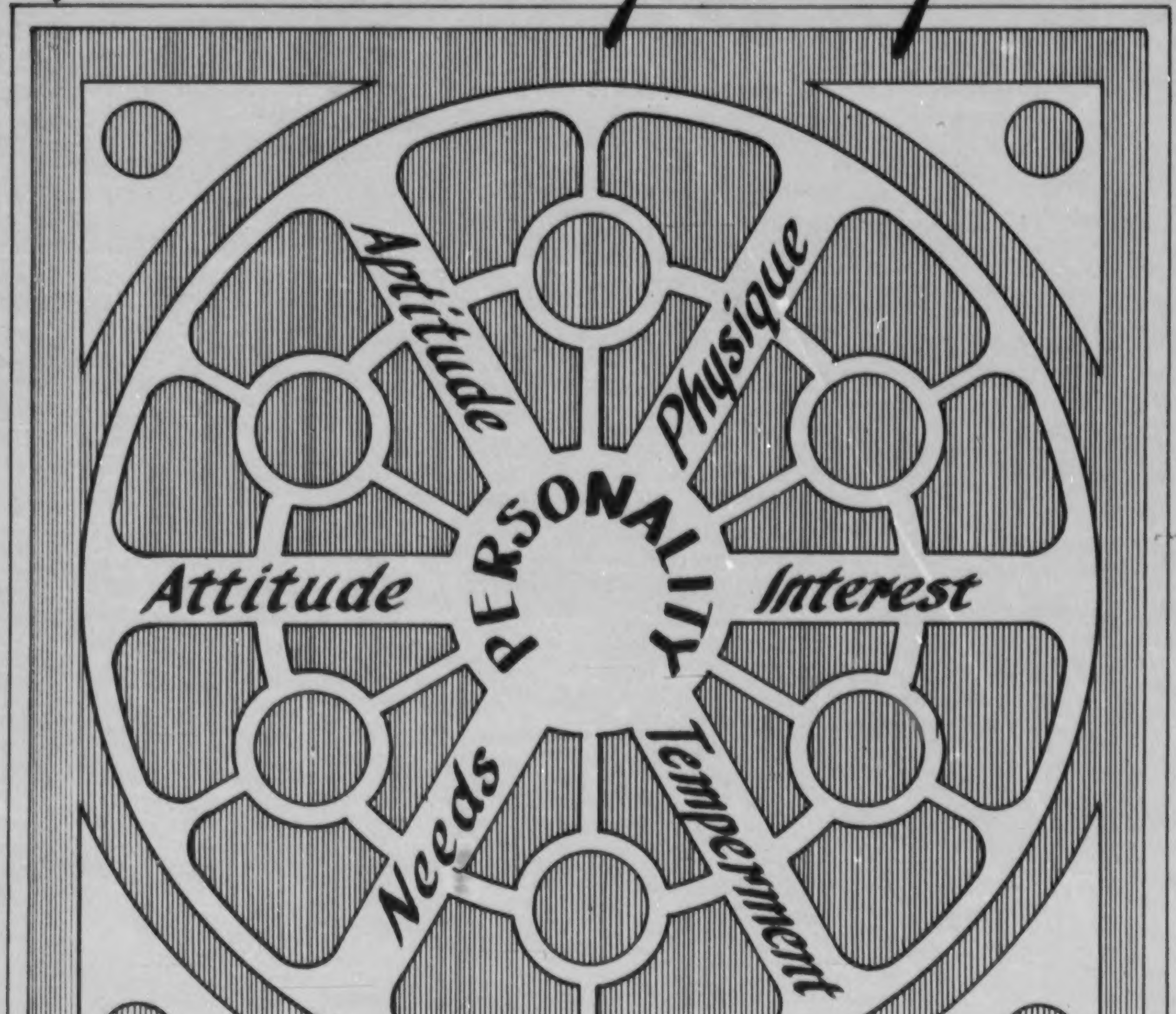
	Column 1				Column 2			
	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never
1. Honest								
2. Happy								
3. Friendly								
4. Sad								
5. Serious								
6. Sensitive								
7. Jealous								
8. Popular								
9. Shy								
10. Clumsy								
11. Show-off								
12. Afraid								
13. Kind								

SELF-PICTURE CHECKLIST (continued)

	Column 1				Column 2			
	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never
14. Modest								
15. Proud								
16. Lazy								
17. Neat								
18. Thrifty								
19. Even-tempered								
20. Dependable								
21. Moody								
22. Open-minded								
23. Unreasonable								
24. Angry								
25. Demanding								

Adapted from: "Occupational Work Experience," Division of Curriculum, Louisville Public Schools, Louisville, Kentucky

Personality Diagram


Aptitude
Physique
PERSONALITY
Attitude
Interest
Needs
Temperment

RGILMORE CURR DEVE CNTR UK 856-2

PERSONALITY CHECKLIST

Check each question once only

	Yes	No	Sometimes
1. I force my opinions on others.	____	____	____
2. I hurt the feelings of others.	____	____	____
3. Criticism causes me to become discouraged.	____	____	____
4. I control my temper.	____	____	____
5. I am interested in others.	____	____	____
6. I try to correct my mistakes.	____	____	____
7. I am tolerant of others and of their opinions.	____	____	____
8. I am able to adjust to most situations without being angry.	____	____	____
9. I consider the feelings of others.	____	____	____
10. I am trustworthy and accept responsibility willingly.	____	____	____
11. I complete the tasks I start.	____	____	____
12. I stand up for my convictions.	____	____	____
13. I can laugh at my own mistakes.	____	____	____
14. I gossip about others.	____	____	____
15. I can control my emotions.	____	____	____
16. I enjoy being with people.	____	____	____
17. I am overly critical of others.	____	____	____

Give yourself two points for each yes answer on questions number 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, and 16.
Give yourself two points for each no answer on questions number 1, 2, 3, 14, and 17.
Give yourself one point for each sometime answer.

Rating	29-34	Excellent	22-18	Fair but need to improve
	23-28	Good	0-17	Get to work on improving your personality

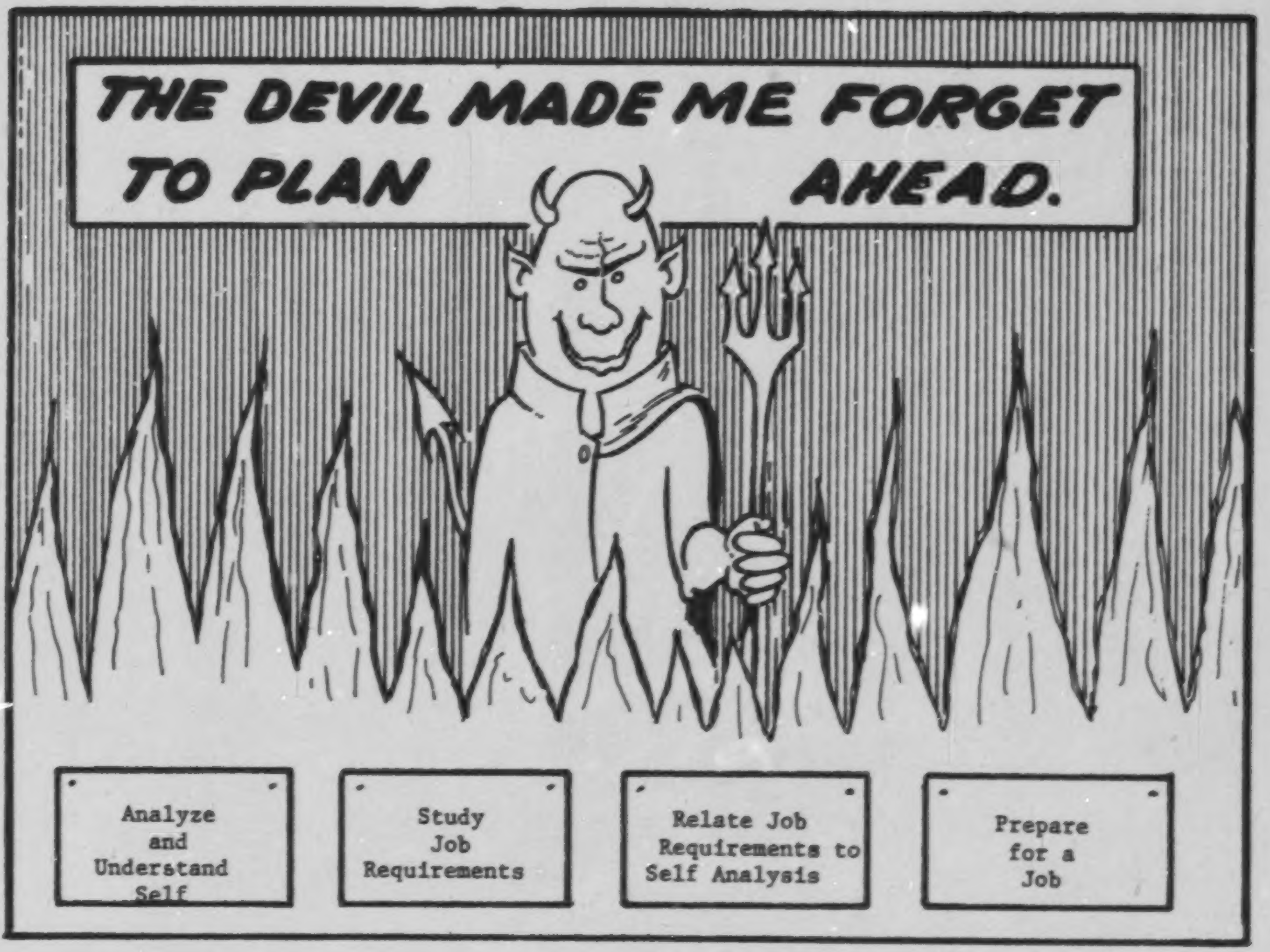
PERSONAL CHARACTERISTICS

Rate yourself in the following areas:	Excellent	Good	Need Improvement
1. Neatness and cleanliness	____	____	____
2. Courtesy and manners	____	____	____
3. Cheerfulness and pleasantness	____	____	____
4. Ambition	____	____	____
5. Cooperativeness	____	____	____
6. Honesty	____	____	____
7. Care of clothing	____	____	____
8. Sense of humor	____	____	____
9. Complexion	____	____	____
10. An even temperament	____	____	____
11. Good health	____	____	____
12. Good posture	____	____	____
13. Dependability	____	____	____
14. Generosity	____	____	____
15. High moral standing	____	____	____
16. Ability to get along with others	____	____	____
17. Broadmindedness	____	____	____
18. Poise	____	____	____
19. Truthfulness	____	____	____
20. Naturalness of personality	____	____	____
21. Tact and diplomacy	____	____	____
22. Sportsmanship	____	____	____
23. High ideals	____	____	____

Adapted from: "Occupation Work Experience," Division of Curriculum, Louisville Public Schools, Louisville, Kentucky.

PERSONAL PLAN FOR SELF IMPROVEMENT

Personal Trait I Want to Develop	Why I Want to Develop This Trait	My Plan for Developing This Trait	What I Did	Results


THE DEVIL MADE ME FORGET TO PLAN AHEAD.
Analyze and Understand Self
Study Job Requirements
Relate Job Requirements to Self Analysis
Prepare for a Job

R.Golanic.CURR.DEVE.CNTR.UK. 1227 #16

VALUES AND GOALS

Forced Choice Test

Directions: Circle the number preceding one of the two choices in each category. You must choose the one number of each pair which indicates which you prefer.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly, and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly, and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly, and organized.

2--to have influence with people.
12--to do things well.

Taken from Teaching Topics
Institute of Life Insurance
and Health Insurance Institute
Vol. 19, No. 2, Spring, 1970
pp. 7-8, 11

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often.
10--to have things neat, orderly, and organized.

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3--to have people think well of me.
6--to do new and different things often.

5--to have as much freedom as possible to do things I want to do.
7--to have friends.

10--to have things neat, orderly, and organized.
11--to have as many good things as possible.

2--to have influence with people.
4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

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3--to have people think well of me.
4--to do things for my family and others.

2--to have influence with people.
6--to do new and different things often.

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9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
6--to do new and different things often.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others.
9--to do what is right according to my beliefs.

5--to have as much freedom as possible to do things I want to do.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
4--to do things for my family and others

8--to create an atmosphere that makes for satisfying family living.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
7--to have friends.

3--to have people think well of me.
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9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

4--to do things for my family and others.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

VALUES AND GOALS

Directions for Scoring

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.

2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign two number threes, which take up the 3 and 4 spots making 5 the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "Orderliness."

   Be sure to check with the teacher if you have any questions on scoring or ranking.

No. of times circled	Key		Rank
__________	Security	1. To be reasonably sure about the future for myself and my family.	___
__________	Influence	2. To have influence with people.	___
__________	Recognition	3. To have people think well of me.	___
__________	Helpfulness	4. To do things for my family and others.	___
__________	Freedom	5. To have as much freedom as possible to do the things I want to do.	___
__________	New Experiences	6. To do new and different things often.	___
__________	Friendliness	7. To have friends.	___
__________	Family life	8. To arrange for a family atmosphere that makes for satisfying family living.	___

No. of times circled	Key			Rank
____________	Religion	9.	To do what is right according to my beliefs.	____
____________	Orderliness	10.	To have things, neat, orderly, and organized.	____
____________	Wealth	11.	To have as many good things as possible.	____
____________	Workmanship	12.	To do things well.	____

CHARTING MY GOALS

	Educational Goals	Vocational Goals	Interests and Hobby Goals	Other Goals (spiritual social, family, etc.)
Immediate Goals Today This Week This Month				
Intermediate Goals This semester This year				
Long Range Goals Next year Two years Five years Ten years				

Adapted from:
Occupational Work Experience
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

PLAN FOR SELECTING MY GOAL

1. One goal I want very much to accomplish is ______________________

   ____

2. My plan for progressing toward this goal ________________________

   ____

   ____

   ____

3. My deadline for turning this plan into reality is _______________

4. My abilities and skills that will enable me to reach my goal are

   ____

   ____

5. My knowledge of the following subject will help me reach this goal

   ____

6. Areas in which I need additional help, skills, and knowledge are

   ____

7. To gain knowledge and information and to master the skills I need, I must ____

   ____

8. The first step I will take (this week) is _______________________

   ____

   ____

9. My next three main steps will be

   a. ____

   b. ____

   c. ____

UNIT THREE

EXPLORATION

OF

CLOTHING, TEXTILE AND FASHION OCCUPATIONS

UNIT PURPOSE: To provide a variety of class activities which may help students determine their interest and ability in a career in the area of clothing, textile and fashion

PERFORMANCE OBJECTIVES: The student will be able to

I. Identify the clothing skills needed by a homemaker.

II. Produce a product which will involve the use of basic clothing production skills.

III. Return to wearable state a garment which has been soiled and/or damaged.

IV. Describe the tasks involved in two jobs in the fashion and retail area.

V. Summarize information concerning one professional career in the area of clothing, textile and fashion.

I. The student will be able to identify the clothing skills needed by a homemaker.

A. Suggested Content

1. Principal Duties and/or Tasks Performed by Homemakers (both male and female)

   a. Decide how much of total income to spend on clothing and the proportion to be spent on each family member

   b. Choose appropriate clothing

   c. Make economical choices in clothing purchases

   d. Train other family members to make wise clothing choices

   e. Care for, repair, and/or make clothing

   f. Alter clothing to meet style changes and to fit growing children

   g. Launder the family clothing

2. Some Skills Needed

   a. Operate home sewing machine

   b. Make complete garments

   c. Care for clothing

      (1) Remove spots
      (2) Launder and clean
      (3) Press and iron
      (4) Alter garments
      (5) Store

   d. Consumer knowledges

      (1) Resources
      (2) Quality criteria

3. Intangible Benefits

   a. Satisfactions
   b. Establishment of value priorities

B. Suggested Teaching-Learning Activities

Note: Refer to bulletin board idea "Catch a Career In Clothing And Textiles," page 103.

1. Ask the class members to list the things which they and other members of their families have used during the past week which relate to the construction, care and/or repair of clothing. Combine these lists to begin to see how many clothing skills are commonly used in homemaking.

2. Invite a panel of three to five homemakers to discuss the knowledge they need and the skills they use in the area of clothing, textiles and fashion. (You may want to include a male who assumes some responsibility for choosing, making or repairing clothing.) Include persons of different age groups.

   Note: Refer to bulletin board idea, "Look Into Your Future As a Homemaker," page 104.

3. Assign references to obtain information on the past, present and future outlook for clothing, textiles, and fashion occupations. In addition to books or pamphlets in reference list at end of unit, you may use commercial newspapers and journals and current magazines and newspapers.

4. Brainstorm the possible trends in clothing, textiles and fashion which may affect the skills needed by homemakers in the next ten years.

5. Ask student to participate in one or more of the following out-of-class activities:

   a. Interview three homemakers and report findings to class. Choose one with no children in the home, one with preschool age children, and one with older children to determine the following facts:

      (1) What clothing items have they bought or helped a family member select within the past month?

      (2) What sewing have they done?

      (3) What type of clothing repairs are most common in their families?

      (4) What type of clothing care problems do they have other than the usual laundering?

   b. Talk with the local extension home economist about the clothing programs planned for adults. Obtain copies of bulletins about clothing selection and construction which are available to adults. Prepare an exhibit for your classroom.

   c. Visit the local library. Make a list of recent books about clothing, fashion, grooming, design, etc., that you believe would be of interest to a homemaker. Report findings to class.

d. Determine where clothing classes are being taught and the requirements for participating in such classes. The following are suggested sources:

   (1) Fabric shop
   (2) Local high school (adult education classes)
   (3) Sewing machine companies
   (4) Vocational schools
   (5) Y.W.C.A.

C. Suggested Evaluation

1. Construct a list of clothing skills or use the check sheet on page 105. Ask the students to check the skills needed by a homemaker. (Nos. 1, 2, 3, 5, 7, 10, 14, 15, 19, 20, 21, 22, 23, 24 and 25 should be checked.)

D. Suggested Resources

1. Resource Persons

   a. Parents of students
   b. Extension home economist
   c. Home economists in homemaking
   d. Homemaker
   e. Librarian

2. Bulletin Board Ideas

   a. "Catch a Career In Clothing And Textiles," page 103.
   b. "Look Into Your Future As a Homemaker," page 104.

3. Student Material

   a. "Homemaker Skill List," page 105.

4. See complete reference list for Unit III on pages 95-102.

II. The student will be able to produce a product which will involve the use of basic clothing production skills.

A. Suggested Content

1. Job Titles

a. Production

(1) Textiles

--designer
--dyer
--engineer
--inspector
--laboratory assistant
--laboratory technician
--measurer
--mercerizer
--printer
--printing inspector
--promotion personnel
--reeler
--researcher
--sander
--shader
--skeiner
--shrinker
--spinner
--stockman
--tester
--textile designer
--trimmer
--washer
--weaver
--winder

(2) Garment construction

--alterationist
--alteration examiner
--assembler
--bundler
--checker
--cleaner
--clothing maker
--costume mistress
--cutter
--designer
--dressmaker
--educational personnel
--examiner
--factory manager
--finisher

--fitter
--folder
--hand spreader
--homemaker
--inspector
--machine spreader
--marker
--mender
--milliner
--packer
--pattern grader
--pattern maker
--power sewing machine operator
--presser
--repairman
--sample stitcher
--seamstress
--sewer
--sewing machine mechanic
--shipper
--supervisor
--tailor
--traveling representative
--trimmer
--wardrobe costumer

(3) Design

--fashion designer
--pattern maker
--sample stitcher
--stylist
--wardrobe designer

2. Sources of Jobs

a. Clothing factories
b. Dressmaking shops
c. Pattern companies
d. Private homes
e. Textile producing companies

3. Principal Duties or Tasks

a. Operate sewing machines:

(1) Industrial
(2) General purpose
(3) Zigzag
(4) Blind stitch

b. Make complete garments.

c. Complete limited operations on garments.

4. Education and Skills
    a. See "Education and Skills Needed in Clothing and Fashion Careers," page 106.

5. Personal Qualifications Needed
    a. See "Personal Qualifications Needed in Clothing and Fashion Careers," page 107.

6. Pay, Working Conditions, and Benefits
    a. Industry
        (1) There is widespread employment which is important in a mobile society.
        (2) Industry usually pays on a piece work rate.
        (3) Earnings vary according to location, cost of living and the type of garment produced.
        (4) Hours are regular.
        (5) Working conditions vary from pleasant to undesirable and crowded.
        (6) The work is usually repetitious and may be monotonous.
        (7) The working area is usually noisy because of the machines.
        (8) Thousands of job openings occur annually.
        (9) About 80% of workers are women.
        (10) One usually advances from simple techniques to more complicated ones.
        (11) The more complicated the technique the better the pay.
        (12) One may advance to inspector, checker, foreman or forelady, training supervisor, alterationist or sample maker.
        (13) Companies with higher standards of workmanship employ highly skilled workers to do handsewing details on garments.
    b. Private business
        (1) The majority of workers are self-employed.
        (2) Once well established, one may hire a staff of workers.

(3) The money earned varies from business to business.

(4) Individuals set their own prices.

(5) When employed in a small shop or in a department store, one is paid an hourly wage.

B. Suggested Teaching-Learning Activities

1. Ask the students to complete a pretest to determine their knowledge of the area of clothing, page 108. Questions 2, 4, 5, 6, 7, 8, and 10 are true.

2. Provide industrial magazines, other magazines, business sections of the telephone directory, newspapers, and other resources from which the student can make a list of the various kinds of garments made in industry.

3. Have the students collect and display clothing products (garments and accessories) made in the community.

4. Plan field trips, invite resource persons and/or have students interview workers to gain firsthand information about careers in clothing production.

   Note:

   a. See suggested resource persons listed on page 72.

   b. School regulations may require a parental permit for field trips. (An example may be found on page 109.)

   c. Refer to bulletin board idea "Feather Your Nest In Clothing Production," page 110.

   d. Use video tape to record field trips so they may be shared with other students. Students may use tape recorders to record interviews.

5. Ask a select group of students (with special interest in theater arts) to survey local dance teachers, pageant directors, drama teachers, etc. to determine the need for costume makers in the community or to give an overview of where such services are needed.

6. Show a filmstrip on the use and care of the sewing machine such as, "Learning to Use the Sewing Machine" or "You and Your Sewing Machine." (If these are not available your local home economics teacher will probably have one you can substitute.)

7. Show the film "Clothing: A Pair of Blue Jeans" or the slides "Fashion in the Making: From Concept Through Production to Consumer." Ask the students to observe the occupational fields, specific occupations, job activities, and abilities.

   Note: You may be able to use resource persons to assist you with this next group of activities. If you are unable to use a home economics laboratory, try to borrow several machines. A sewing machine company may be glad to furnish them or you may have to borrow portable machines from individuals.

8. Demonstrate how to thread a sewing machine and sew a plain seam.

9. Demonstrate cleaning, oiling, replacing a needle, regulating the stitch, adjusting fabric pressure, and adjusting the tension.

10. Have pupils practice using a sewing machine unthreaded, and then practice threading the machine and sewing a plain seam.

11. To help the students gain knowledge of the use and care of basic sewing equipment needed for constructing or repairing clothing, collect and display the following equipment:

    a. Small equipment

       (1) Tape measure
       (2) Seam gauge
       (3) Ruler
       (4) Yardstick
       (5) Hem marker
       (6) Shears
       (7) Scissors
       (8) Electric scissors
       (9) Tracing wheel
       (10) Dressmaking carbon paper
       (11) Dressmaker's chalk
       (12) Marking pencil
       (13) Iron
       (14) Adjustable board
       (15) Press cloth
       (16) Sleeve board
       (17) Tailor's ham
       (18) Block or clapper
       (19) Needle board
       (20) Eyelet punch
       (21) Pin cushion
       (22) Pins
       (23) Needles
       (24) Ripper
       (25) Thimble

b. Large equipment

(1) Sewing machines (manual and power, if available)
(2) Machine attachments
(3) Industrial steam iron
(4) Large steam press
(5) Form finisher
(6) Table and boards
(7) Electric cutting machine

Note: It would simplify the above activity if you could take the students to a home economics laboratory to view this equipment. If you are unable to exhibit all this large equipment, have the students look for it on field trips.

12. Demonstrate and discuss the use of each piece of equipment on display. Prepare a box of equipment used for clothing construction. Have student draw a number and identify the equipment for which he drew a number. After he has identified the piece of equipment, ask him to demonstrate or tell its use and care.

    Note: The following activities will introduce students to home construction techniques, but it will be necessary to visit a factory setting to observe industrial techniques.

13. Make arrangements for the students to observe a home economics class (this may need to be done in small groups) where students are performing construction processes which will include some of the following:

    a. Checking grain of material
    b. Using commercial patterns
    c. Marking
    d. Cutting
    e. Constructing garments
    f. Fitting garments

    Note: If the students are unable to visit a home economics laboratory, arrange for someone to demonstrate some or all of the above construction techniques. You might use some of the resource people suggested on page 72. You will probably need to teach some students how to thread needles, tie knots, and use a thimble. Use demonstration techniques, pictures, transparencies, etc. If the use of the steam iron has not been taught, this could be taught here also.

14. Complete some activity in which the students are actually producing a product. Two such ideas follow:

a. A cutting and sewing project to produce pennants

   (1) Collect the following materials:

   --pieces of felt in a variety of colors, for background of pennants
   --smaller pieces of felt in contrasting colors for names or designs
   --shears
   --needles
   --thread

   (2) Allow each student to design a pennant. (Suggested designs are ethnic designs, horoscope symbols, school symbols or names.)

   (3) The students will cut out the desired shapes and colors for their design and with a needle and thread sew them onto the background.

   Note: The following activity would be enhanced if it could be team-taught with a business education teacher.

b. Manufacturing a product

   (1) Organize a company.

   (2) Choose a name.

   (3) Elect officers.

   (4) Determine how decisions will be made.

   (5) Choose a clothing item you could manufacture in a short period of time (pot holder, book mark, head band, scarf, belt, purse size tissue holder, bow ties, tote bags, or purses.)

   (6) Consider costs--perhaps you could salvage material from discarded garments.

   (7) Interview students for specific jobs according to their talents and interests.

   (8) Remember to assign someone the task of advertising the product and someone to make labels and/or hang tags for the product.

   (9) Keep accurate costs to determine the price at which you will need to sell the product to make a profit.

   (10) Design a logotype (insignia) for your company and include this on any advertising.

(11) Have each worker keep account of the number of hours he/she works.

(12) Determine the amount of money you would have if you sold all your items at the price you set.

(13) Divide the total number hours into the total money (after expenses were deducted). The result is the pay per hour.

(14) Decide if this is a good wage and how it could be improved.

Note: You may want to save these products and set up a store in which to sell them when you are completing activities to learn about merchandising and retailing.

15. Duplicate copies of "Scrambled Word Game" on page 111.

16. Show a film strip, to discover how fibers are woven to produce fabric, such as "Fabric Construction," "Fibers Into Yarn," "How They Get to Where You Shop," or "Textiles for Everyone."

17. Demonstrate a variety of weaves using a small loom or strips of construction paper.

18. Have the students practice different types of weaves using strips of construction paper or a small loom and yarn. The industrial arts teacher may cooperate on this and instruct the students in the making of simple looms. The art teacher might also help them make wrap-around looms, tongue depressor looms, or teach them to do card weaving. The reference books, Fabrics and Dress and Clothing Construction and Wardrobe Planning will help the students with a choice of weaves.

19. If you do have access to looms, the students may want to make a simple article such as a bookmark, headband, or belt.

20. Demonstrate simple textile identification tests and have the students examine each type of textile tested.

21. Ask the art teacher to assist you in demonstrating one or more of the following techniques and to help the students practice the techniques following the demonstration.

    a. Block printing

    b. Potato printing

    c. Sketch designs for fabrics

    d. Tie-dying

22. Have each student take an inexpensive basic white T-shirt and change it's final appearance in any way they choose by decorating or dying it or by modifying its shape. Students can evaluate each other's results in terms of potential marketability and possible problems of mass-production.

C. Suggested Evaluation

1. If the class established a company to produce a product, use "Major Project Evaluation Sheet," page 259 of the Appendix to evaluate individual student participation.

2. If individual products were produced, use "Individual Project Evaluation Sheet," page 260 of the Appendix to evaluate the product.

D. Suggested Resources

1. Resource Persons

   a. Advanced homemaking student
   b. Dressmaker
   c. Employees of garment or textile plants representing a variety of jobs
   d. Extension home economist
   e. 4-H clothing leader
   f. Home economics teacher
   g. Homemaker who sews for her family
   h. Personnel director or manager of a garment factory
   i. Personnel director or manager of a textile production plant
   j. Representative or a sewing machine company
   k. Representative of an employment service
   l. Seamstress
   m. Someone experienced in costume making
   n. Student from an occupational clothing class
   o. Supervisors of workers in garment or textile plants
   p. Tailor
   q. Workers from garment or textile plants

2. Field Trips

   a. Local clothing and/or textile manufacturers
   b. Workrooms of seamstresses, dressmakers, and/or tailors

3. Miscellaneous Resources

   a. Industrial magazines
   b. Newspapers
   c. Telephone directories
   d. Womens magazines

4. Additional Content

    a. "Education and Skills Needed in Clothing and Fashion Careers," page 106.
    b. "Personal Qualifications Needed in Clothing and Fashion Career," page 107.

5. Bulletin Board Idea

    a. "Feather Your Nest In Clothing Production," page 110.

6. Miscellaneous

    a. "Letter to Parents," page 109.

7. Student Materials

    a. "Pretest - Clothing Textiles and Fashion," page 106.
    b. "Scrambled Word Game," page 111

8. See complete reference list for Unit III on page 95-102.

III. The student will be able to return to wearable state a garment which has been soiled and/or damaged.

A. Suggested Content

1. Job Titles

a. Maintenance

(1) Laundry and dry cleaning

--apprentice
--assembler
--checker
--clothing maintenance specialist
--collar pointer
--dry cleaner-hand
--dry cleaning machine operator
--finisher
--foreman
--fur cleaner
--garment bagger
--garment steamer
--glove cleaner
--hat cleaner
--homemaker
--inspector
--ironer
--laundress
--laundry laborer
--laundry machine mechanic
--laundryman
--laundry operator
--leather cleaner
--lining scrubber
--manager
--marker
--presser
--press operator
--rug cleaner
--seamstress
--silk finisher
--sorter
--spotter
--starcher
--steamer
--superintendent
--washer

(2) Alterations

--alterationist
--alterations tailor
--homemaker
--men's garment fitter
--seamstress
--women's garment fitter

(3) Theater

--costumer
--dresser
--wardrobe attendant
--wardrobe mistress
--wardrobe mistress assistant
--wardrobe specialty worker

(4) Shoe repair

--cobbler
--jackman
--shoe dyer
--shoemaker
--shoe repairer
--shoe repairman

2. Sources of Jobs

   a. Alteration departments of retail stores
   b. Alteration shops
   c. Coin-operated laundry & dry cleaners
   d. Dry-cleaning establishments
   e. Institutional clothing & uniform services
   f. Laundries
   g. Private homes
   h. Reweaving shops
   i. Tailoring shops

3. Principal Duties or Tasks

   a. Repair fabric articles:

      (1) Replace parts
      (2) Mend
      (3) Lengthen or shorten
      (4) Enlarge or make smaller

   b. Clean or launder

   c. Press, iron, and/or mend

4. Education and Skills

    a. See "Education and Skills Needed In Clothing and Fashion Careers" on page 106.

5. Personal Qualifications

    a. See "Personal Qualifications Needed in Clothing and Fashion Careers" on page 107.

6. Pay, Working Conditions, and Benefits

    a. Laundry and dry cleaning

        (1) Jobs and wages vary greatly from area to area.

        (2) Many jobs are available.

        (3) The turn-over is great.

        (4) Workers are usually paid an hourly rate.

    b. Alterations

        (1) Alteration services are offered by most department stores, small shops and private businesses.

        (2) Opportunities for advancement are limited.

        (3) One may advance to being in charge of other workers or may open own business.

        (4) It is possible to advance to supervisory position.

        (5) Daily contact with buyers and sales personnel keep one up-to-date on new textiles, production methods, styling and fabric construction.

        (6) If working in a store or dry cleaning establishment, one is usually paid an hourly wage.

        (7) If self-employed, one sets one's own fees.

    c. Theater

        (1) Limited jobs are available.

        (2) Pay is on an hourly basis.

        (3) Wages vary.

d. Shoe repair

(1) The earnings of shoe repairmen depend upon the geographical location, size and type of employment organization, and upon the ability and experience of the individual worker.

(2) Generally, working areas of small shops are crowded.

(3) Machines and tools often limit the amount of walking, reaching, bending, stretching, etc.

(4) Working areas are usually well lighted.

(5) Sharp knives and machines are possible hazards.

(6) Shoe repairing is not an expanding field, however each year there are some openings for beginners.

B. Suggested Teaching-Learning Activities

1. Plan field trips, invite resource persons or have students interview workers to gain the following information about careers in clothing care and maintenance. (Suggested resource persons are listed on page 79.)

   a. Jobs available
   b. Tasks performed
   c. Equipment used
   d. Skills needed by workers
   e. Services rendered
   f. Types of garments serviced

   Note: If students interview workers or if resource persons come to your class to speak, plans should be made in advance and a set of interview questions developed.

2. Show a film strip on fabric care such as "T.L.C. for Textiles," "Clothing Care Clues," or "Fiber Care."

3. Have the class complete the following activities to determine the value of labels. (See bulletin board suggestion "What the Well Dressed Label Wears," page 112.)

   a. Collect hang tags and/or labels.

   b. Compare the information concerning the recommended care requirements of clothing made from different fabrics.

   c. Summarize the recommended procedure.

   d. Determine what additional information would be helpful.

4. Demonstrate ways of removing a variety of stains, then have the students practice removing the same stains. See resource list for Unit III for "Stain Removal Chart."

5. Provide swatches of a variety of fabrics and allow the students to test the effect various water temperatures and ironing temperatures have on these fabrics. The following are suggested fabrics to use:

   a. Cotton
   b. Linen
   c. Silk
   d. Synthetics
   e. Wool

   Note: See bulletin board suggestion "Steps to a Successful Wash," page 113.

6. Spend a class period in the home economics laboratory demonstrating and using laundry equipment. Emphasize variations of care for various fabrics. (See resource list for Unit III for booklet, "Lots About Laundering.")

   or

   Observe a demonstration by an appliance representative (at appliance store) on the use of a washer and dryer.

   or

   Ask the home service representative of a utility company to show a filmstrip on the correct use of laundry equipment.

7. Demonstrate some simple procedures for repairing garments, such as sewing on buttons, putting in hems, replacing hooks and eyes, mending with iron-on tape, etc.

8. Demonstrate proper pressing, ironing, and folding procedures. (This should include the ironing and folding of a shirt.)

9. Allow students to practice the simple repairs and the ironing, pressing, and folding techniques which were demonstrated.

10. After the students have become acquainted with both commercial and home laundry procedures, ask them to compare the two to determine likenesses and differences.

11. Have the class plan some classroom activity which will simulate jobs in the care and repair of clothing, such as the following:

    a. Simulate a laundry with students assuming all jobs from check-in to the packaged laundry ready for the customer.

b. Have each student choose one simple alteration or repair technique and perform it on a garment.

c. Operate an alteration shop:

(1) Choose several simple alterations and/or repair techniques which the students can successfully perform.

(2) Have the shop open after school to be used by class members, other students, faculty, or parents.

(3) Name the shop.

(4) Advertise the services to be offered.

(5) Assign jobs or interview for jobs.

(6) Carry out the activity for a length of time determined by the class.

12. Use "Case Problem in Clothing Care," pages 114-115 to stimulate students to evaluate clothing care.

C. Suggested Evaluation

1. Collect garments to be given to some organization for distribution. Place garments in a large box and have each student draw out one garment. The student's assignment will be to prepare the garment for use. This may include one or more of the following:

a. Remove spots.
b. Mend rips or tears.
c. Sew up split seams.
d. Repair hem.
e. Sew on fasteners.
f. Wash garment.
g. Press or iron garment.
h. Attach or replace trimming.

2. Use check sheet "Evaluation of Restored Garment," on page 116 to evaluate the garments each student renovates.

D. Suggested Resources

1. Resource Persons

a. Alterationist (self employed or employed by store or cleaning establishment)
b. Alterations tailor
c. Manager of dry cleaning establishment
d. Manager of laundry
e. Shoe repairman
f. A variety of employees of a laundry and/or dry cleaning establishment

2. Additional Content

    a. "Education and Skill Needed in Clothing and Fashion Careers," page 106.
    b. "Personal Qualifications Needed in Clothing and Fashion Careers," page 107.

3. Field Trips

    a. Launderies and/or dry cleaning establishments
    b. Workrooms of alterationists
    c. Shoe repair shops

4. Bulletin Board Ideas

    a. "Steps to a Successful Wash," page 113.
    b. "What the Well Dressed Label Wears," page 112.

5. Student Material

    a. "Case Problem in Clothing Care," page 114.

6. See complete reference list for Unit III on pages 95-102.

IV. The student will be able to describe the tasks involved in two jobs in the fashion and retail area.

A. Suggested Content

1. Job Titles

a. Fashion and retailing

(1) Apparel design

--assistant designer
--designer
--model maker
--pattern designer
--pattern grader
--pattern maker
--sample maker

(2) Modeling

--fashion model
--photographer's model

(3) Sales

--assistant buyer
--branch, group or department supervisor
--bridal consultant
--buyer
--cashier
--clerk
--comparison shopper
--consumer service director
--consumer consultant
--department manager
--department supervisor

(4) Stock control

--assistant buyer
--branch, group or department supervisor
--buyer
--head of stock or stock room supervisor
--order clerk
--packer
--purchasing agent
--showroom girl
--stock clerk
--unit control clerk

(5) Advertising:

--advertising promoter
--advertising manager
--advertising supervisor
--advertising writer
--art director
--educational staff
--fashion director
--fashion illustrator
--fashion photographer
--fashion promoter
--general fashion promoter
--layout artist
--product promoter
--publicity director
--television promoter

(6) Display:

--art director
--display manager
--display stylist
--display supervisor or manager
--fashion coordinator or stylist
--fashion illustrator
--fashion model
--fashion photographer
--fashion representative
--fashion show director
--traveling representative

(7) Communications:

--direct presentation (radio and tv)
--fashion editor
--fashion reporter
--fashion writer
--journalist

2. Sources of Jobs

a. Children's shops
b. Clothing rental shops
c. Fabric stores
d. Gift shops
e. Institutional clothing and uniform stores
f. Men's shops
g. Notions shops
h. Sewing machine demonstration and sale services
i. Specialty shops
j. Tailoring shops
k. Variety stores
l. Window decorating firms
m. Women's shops

3. Principal Duties or Tasks

   a. Retailing

      (1) Accurately compute cost and change.

      (2) Assist and advise purchasers.

      (3) Control stock.

      (4) Display and sell all types of fabrics and/or ready made garments.

      (5) Measure and cut lengths of fabric.

   b. Fashion

      (1) Design

      (2) Make patterns

      (3) Model

      (4) Promote products

4. Education and Skill

   a. See "Education and Skill Needed In Clothing and Fashion Careers" on page 106.

5. Personal Qualifications

   a. See "Personal Qualifications Needed In Clothing and Fashion Careers" on page 107.

6. Pay, Working Conditions and Benefits

   a. Fashion

      (1) The fashion industry is expanding and new markets are developing in all areas of wearing apparel.

      (2) Salaries of fashion designers start low and increase as the worker progresses from an entry position, to an experienced designer.

      (3) Top level designers may earn from $50,000 to $100,000 per year.

      (4) Models work under a variety of conditions both indoors and outdoors.

      (5) Although there will always be a need for well qualified models, chances of success are about one in ten.

(6) A modeling career is usually a short one since the model who works in the field for longer than eight years is considered to have been highly successful.

(7) Fashion models employed by a wholesale house or garment manufacture may earn $115.00 to $150.00 per week.

(8) Fashion models employed by department stores earn approximately the same salary as the average salesperson.

(9) Top fashion models who are in great demand may earn annual salaries as high as $25,000.

b. Sales

(1) This is a growing field.

(2) Jobs are available in most communities.

(3) Openings occur regularly.

(4) Advancement possibilities are limited in small stores.

(5) In larger stores, one may be promoted to supervisor, section manager, assistant buyer or buyer.

(6) It is possible for a person without a college degree to advance to an executive position if he has initative and ability.

(7) Executive positions, however, are more frequently filled by college graduates with degrees in merchandising or business.

(8) Pay is straight salary or salary plus commission.

(9) Beginning salary is often the minimum wage.

(10) Part-time workers are often paid less than a minimum wage.

(11) Salaries increase with experience and ability.

(12) Work is usually for a 5 day, 40 hour week.

(13) Hours may be irregular.

(14) Surroundings are usually pleasant, well lighted, colorful and clean.

(15) Workers usually receive discount privileges.

c. Stock control

(1) There are unlimited opportunities for employment in large department stores where duties are specialized.

(2) In smaller stores, salespersons do most of the stock work.

(3) This is an entry-level job.

(4) Beginners usually start at a moderate minimum hourly wage scale.

(5) Workers may be paid a straight salary.

(6) They usually work a 40 hour week.

(7) Hours are usually irregular.

(8) Wages increase with promotions which are based on experience and ability.

(9) One may be promoted to selling, buyer, head of stock room, or head of warehouse.

(10) The work is usually in a large open area, such as a warehouse.

(11) Discount privileges are usually extended.

d. Promotion

(1) There are many jobs available each year in the clothing and textile industry in advertising, display and communications.

(2) Most work is done in well-lighted, air-conditioned surroundings.

(3) These are highly skilled jobs, and only those with special talents make it to the top in the field.

(4) Most of these jobs are highly competitive.

(5) Salaries range from $4,000 to $25,000 annually.

B. Suggested Teaching-Learning Activities

Note: Refer to bulletin board "Keys to Fashion and Retailing," page 117.

1. Choose some films or filmstrips on retailing and fashion for class viewing. (See reference list for Unit III. Filmstrips nos. 1, 3, 4, 5, 6, 8, 14, 16, 17, 18 and 19 are appropriate. Films nos. 1-5 are appropriate.)

2. Have the class read a reference (Enjoying Family Living, Ch. 16) which points out the social and economic trends which effect occupations in clothing textiles and fashion. Some examples of such trends are listed below:

   a. Style changes
   b. Patterns in living
   c. Scientific development

3. Plan field trips, invite resource persons, and/or have students interview workers to learn about jobs in the fashion and retailing area.

4. Search for advertisements of modeling or charm schools, and write for information.

5. Attend a fashion show or view a fashion show on TV.

6. Survey the community to determine the opportunities for selling clothing.

7. Show the transparency "Fashion Industry Flow Chart," page 118 and discuss the relationship between the various segments of the industry.

8. After the students have learned about selling through observation, field trips, and/or resource people, have them role play a clothing or fabric selling situation with students playing roles of both customers and salespersons. Include the following:

   a. Making change
   b. Packaging the items sold
   c. Principles and procedures of selling
   d. Writing sales slips

9. If there is considerable interest in fashion and retailing encourage the students to stimulate situations and role play jobs of a variety of persons in clothing and textile occupations. Some jobs they may wish to role play will include the following:

   a. Assistant buyer
   b. Assistant designer
   c. Bridal consultant
   d. Buyer
   e. Comparison shopper
   f. Consumer service director
   g. Customer consultant
   h. Designer
   i. Display manager
   j. Fashion director or consultant
   k. Fashion illustrator
   l. Fashion promoter
   m. Fashion reporter

n. Gift wrapper
o. Head of stock
p. Model
q. Salesperson
r. Showroom girl
s. Stock girl
t. Window dresser

10. Have class members present the skit "Round and Round," found on pages 119-120. Following the skit, discuss what personal characteristics are important if one is to be successful in the following clothing retailing careers:

   a. Sales clerk
   b. Sales manager
   c. General manager
   d. Security officer

11. Have the class choose a project on which they will all work. The project chosen will depend upon the phase of fashion and retailing in which the class seemed most interested. Some suggestions follow:

   a. Create a model of some type of store selling clothing and/or textiles.

      (1) Make a cardboard model of how the store will look. Include a floor plan and the decorations.

      (2) Indicate office space, storage, selling space, and displays.

      (3) Cut out pictures of garments and clothing ideas and arrange these in the store.

      (4) Create a window display.

      (5) Plan a credit policy.

      (6) Write and design a newspaper advertisement illustrating items for sale.

      (7) Plan other activities which are appropriate.

   b. Design one issue of a fashion magazine. (The journalism teacher may work with you on this project.) Complete some of the following activities.

      (1) Name the magazine.

      (2) Design a cover.

      (3) Decide if it will feature all types of clothing or concentrate on one area such as sports clothes, formals, etc.

        (4) Write articles on line and design, color, wash and wear textiles, current styles, clothing fads, etc.

        (5) Do rough sketches or layouts of how the magazine is to look.

        (6) Sketch illustrations.

        (7) Write editorial.

        (8) Paste-up one copy of the magazine.

    c. Plan and execute a style show using garments constructed by students or secured from retail sources (may be students' own clothing).

    d. Write fashion articles for the school newspaper.

    e. Give fashion tips via school communication system.

    f. Simulate a retail outlet to sell products made in activity 14, pages 69-71.

C. Suggested Evaluation

1. Play "What's My Line."

    a. Each student will be prepared to be the guest and answer yes-no questions concerning a job of his choice.

    b. All students will rotate as panel members.

    c. To eliminate duplication have student turn in his career choice in advance.

    d. Students will be evaluated on the basis of their knowledge of the job they choose and/or the relevance of their questions when serving on the panel.

D. Suggested Resources

1. Resource Persons

    a. A charm school representative
    b. A fashion illustrator
    c. A fashion model
    d. Manager of a fabric department, fabric shop, men's store, children's shop, shoe shop, etc.
    e. Other workers in retailing
    f. Personnel director or manager of a department store
    g. A representative of a fashion school
    h. A representative of a modeling school or agency
    i. Salesmen or sales ladies who sell some type of clothing
    j. Someone who writes clothing and/or fashion ads
    k. See list in teaching-learning activity, number 9 on page 86.

2. Additional Content

   a. "Education and Skills Needed in Clothing and Fashion Careers," page 106.
   b. "Personal Qualifications Needed in Clothing and Fashion Careers," page 107.

3. Field Trips

   a. Charm school
   b. Children's shop
   c. Department store
   d. Fabric shop
   e. Fashion school
   f. Men's store
   g. Modeling agency
   h. Shoe store
   i. Specialty shops
   j. Women's apparel store

4. Bulletin Board Suggestion

   a. "Keys to Fashion and Retailing," page 117.

5. Student Material

   a. "Round and Round," a skit, pages 119-120.

6. Transparency Master

   a. "Fashion Industry Flow Chart," page 118.

7. See complete reference list for Unit III, pages 95-102.

V. The student will be able to summarize one professional career in the area of clothing, textile and fashion.

A. Suggested Content

1. Job Titles

a. Buyer
b. Communications specialist
c. Designer
d. Equipment representative
e. Extension home economist
f. Fashion coordinator
g. Fashion designer
h. Home economist in business
i. Home economist in theater
j. Pattern company representative
k. Research specialist
l. Teacher

2. Sources of Jobs

a. Booking agents
b. Book companies
c. Clothing design companies
d. Cooperative extension service
e. Department stores
f. Equipment manufacturer
g. Fabric companies
h. Fashion magazines
i. Garment manufacturing companies
j. Government agencies
k. Mail order companies
l. Notion companies
m. Pattern companies
n. Radio and tv repair shops
o. Retail companies
p. Schools and colleges
q. Theaters
r. Thread companies
s. Women's magazines

3. Principal Duties or Tasks

a. Buy
b. Consult
c. Design

(1) Textiles
(2) Fashions

d. Research
e. Teach
f. Train

4. Pay, Working Conditions and Benefits

   a. The professionally trained will be more likely to earn top salaries and secure managerial positions.

   b. Working conditions will be ideal in this area for most professionally trained workers.

B. Suggested Teaching-Learning Activities

1. Plan some activities for the students who show interest in becoming a professional home economist in the area of clothing, textiles, or fashion. The entire class need not take part in these activities.

2. Let this group do further research on career opportunities for home economics majors in the area of clothing, textiles, or fashion. Some suggested activities in which this group might like to participate are listed below:

   a. Do research and report on individual study in one or more professional careers in clothing, textiles, or fashion.

   b. Interview professional home economists in the community whose jobs relate to clothing, or invite them to the school as resource persons.

   c. Write to colleges and universities for information on the opportunities for training in this area of home economics.

   d. Visit colleges or universities who offer training in this area of home economics.

C. Suggested Evaluation

Note: See suggested bulletin board idea, "Want to Be a Professional," page 121.

1. Have the students present a brief description of job opportunities for a professional home economist in the area of clothing, textile, and fashion. This may be presented in any of the following ways:

   a. Bulletin board
   b. Flip chart
   c. Oral or written report
   d. Poster
   e. Taped talk or interview

D. Suggested Resources

1. Resource Persons

   a. Professional home economist in the community
   b. Guidance counselor

2. Bulletin Board Suggestion
    a. "Want to Be a Professional?" page 121.
3. See complete reference list for Unit III on pages 95-102.

SUPPORTIVE MATERIALS

UNIT III

REFERENCE LIST FOR UNIT THREE

Books

1. *Alterations of Men's Clothing* by David Carlin, Fairchild Publications.

2. *The American Consumer: Issues and Decisions* by Herbert M. Jelly and Robert O. Herrmann, McGraw-Hill, Incorporated.

3. *Careers and Opportunities in Fashion* by Barbara Brenner, Milady Publishing Corporation, $5.50.

4. *Careers in Home Economics* by Ruth Hoeflin, The Macmillan Company.

5. *Clothes - Part of Your World* by Margil Vanderhoft, Ginn and Company, Units 8 and 9.

6. *Clothing - A Comprehensive Study* by Hazel Craig, J. B. Lippincott Company, Chs. 4, 5, 6, 7 and 19.

7. *Clothing Construction and Wardrobe Planning* by Dora S. Lewis, Mabel Goode Bowers, and Marietta Kettunen, The Macmillan Company, Chs. 16 and 20.

8. *A Definitive Study of Your Future As A Model* by Gills MacGil, Milady Publishing Corporation, $4.50.

9. *Dictionary of Occupational Titles*, Department of Labor, Superintendent of Documents.

10. *Directory of Craft Courses*, American Crafts Council.

11. *Dress* by Eleanor J. Gawne and Bess V. Oerke, Charles A. Bennett Co., Chs. 7, 12, 15, and 18.

12. *Encyclopedia of Careers*, Vol. I by William E. Hopke, "Planning Your Career," Doubleday and Company.

13. *Encyclopedia of Careers*, Vol. II by William E. Hopke, "Careers and Occupations." Doubleday and Company.

14. *Enjoying Family Living* by Allene Cross, J. B. Lippincott Company, Ch. 16.

15. *Exciting Careers for Home Economists* by Lila Spencer, Simon and Schuster, Incorporated.

16. *Experiences with Clothing* by L. Belle Pollard, Ginn and Company, Chs. 2 and 3.

17. *Exploring Home and Family Living* by Henrietta Fleck, Louise Fernandez, and Elizabeth Munves, Prentice-Hall Incorporated.

18. Fabrics and Dress by Lucy Rathbone, Elizabeth Tarpley, Houghton-Mifflin Co.

19. Fashions and Fabrics by Lucy Rathbone, Elizabeth Tarpley, Marjorie East, and Neil G. Ahern, Houghton-Mifflin Company, p. 492.

20. Fashion Showmanship by Kay Corinth, John Wiley and Sons.

21. Girls and Their Futures by Marguerite W. Zapoleon, Science Research Associates.

22. Guide to Altering and Restyling Ready Made Clothes by Mary Johnson, E. P. Dutton and Company.

23. Guide to Fashion Merchandise-Knowledge by Ruth Tolman, Milady Publishing Corporation.

24. Guide to Fashion Merchandising-Retailing by Ruth Tolman, Milady Publishing Company.

25. Guide to Modern Clothing by Mary Mark Sturn, Edwina Hefley Grieser, Dorothy Siegert Lyle, and Jane Ellen Roberts, Webster Division, McGraw-Hill Book Company, 1973, Chs. 5, 7, 9, and 13.

26. Handbook of Job Facts by Norman L. Thiemann, Science Research Associates, $4.85.

27. Handicrafts and Home Business, U. S. Small Business Administration.

28. Home Economics-Careers and Homemaking by Olive Hall, John Wiley and Sons.

29. Home Economics Has a Career For You In Textiles and Clothing, American Home Economics Association.

30. Homemaking for Teenagers, Book I by Irene E. McDermott and Florence Nicholas, Charles A. Bennett Company, 1970, Ch. 4.

31. Homemaking for Teenagers, Book II by Irene E. McDermott, Jeanne L. Norris, and Florence W. Nicholas, Charles A. Bennett Company, 1972, Section 7.

32. How To Give a Fashion Show by Freida Steinmann Curtis, Milady Publishing Corporation, $5.00.

33. How You Look and Dress by Byrta Carson, Webster Division, McGraw-Hill Book Company, Ch. 4.

34. Inside the Fashion Business by J.A. Jarnow and B. Judell, John Wiley and Sons.

35. Introductory Homemaking by Allene Cross, J. B. Lippincott Company, 1970.

36. Is the Fashion Business Your Business? by Eleanor Fried, Fairchild Publications.

37. Occupations and Careers by S. Norman Feingold and Sol Swerdoff, Webster Division, McGraw-Hill Book Company.

38. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Vital Statistics, $5.00.

39. Opportunities in Clothing by Irene E. McDermott, and Jeanne L. Norris, Charles A. Bennett, Chs. 2, 5, 6, and 8.

40. Personal Perspectives by Beatrice Paolucci, Theodora Faiola, and Patricia Thompson, Webster Division, McGraw-Hill Book Company, Chs. 12, 13, 14, and 15.

41. Teen Horizons by Dora S. Lewis, Anna K. Banks, and Marie Banks, The Macmillan Company, Ch. 26.

42. Textiles for Homes and People by Margil Vanderhoff, Lavina Franck, and Lucille Campbell, Ginn and Company, 1973, Ch. 36.

43. Steps in Clothing Skills by Lucille Dunn, Annetta Bailey, and Wanda Vansickle, Charles A. Bennett Company, Chs. 13, 15, and 24.

44. Your Career in Selling by Robert A. Liston, Julian Messner Incorporated.

45. Your Future as a Home Economist by Jeanne Paris, Arco-Rosen, Career Guidance Series, Arco Publishing Company, $1.95.

46. Your Future in Fashion Design by The Fashion Group, Arco-Rosen Career Guidance Series, Arco Books Incorporated, $1.95.

47. Your Future in the Fashion World. Richards Rosen Press Incorporated.

Booklets, Pamphlets, Leaflets

1. "Apparel Design and Production," Superintendent of Documents.

2. "Career Exploration in the Fashion Industry," Superintendent of Documents.

3. "Careers in Home Economics," American Home Economics Association.

4. "Careers in Retailing and Marketing," Set 1, "The Department Store" and "Consumerism--Getting Your Money's Worth." Fairchild Publications.

5. "Clothing Maintenance Specialist," U.S. Department of Health, Education and Welfare, Office of Education.

6. "Dry Cleaning and Laundering," Superintendent of Documents.

7. "Fashion Merchandising," Superintendent of Documents.

Booklets, Pamphlets, Leaflets (continued)

8. "A Handbook of Fabric Care," American Institute of Laundering.

9. "How to Make the Most of Your Sewing Machine," Singer Sewing Machine Co.

10. "How to Measure, Alter, and Fit," Singer Sewing Machine Co.

11. "How to Mend and Refit," Singer Sewing Machine Co.

12. "How to Read a Hang Tag," Magtag Co. (Free.)

13. "How to Regulate and Care for Your Sewing Machine," Singer Sewing Machine Co.

14. "A Job/Career Story," Future Homemakers of America (50¢.)

15. Job Opportunities in Retailing Series. "Advertising and Display Supervisor," "Alterations Assistant," "Merchandise Management Trainee," "Sales Trainee," and "Stock Clerk," J.C. Penny Co.

16. "Laundering Guide," Maytag Co. (Free.)

17. "Lots About Laundry," Procter and Gamble (Free.)

18. "Miss Rit," Best Foods

19. "Publicity Handbook," The Sperry and Hutchinson Co.

20. "Removing Spots and Stains," Maytag Co. (Free.)

21. "Retail Salesclerk - Yardgoods," Educational Opportunities Division, Follett Educational Corp.

22. "Salesmen, General, Retail and Wholesale Trade," Chronicle Publishers, Inc.

23. "Salesmen and Saleswomen in Retail Stores, Salesman in Wholesale Trade, Manufacturer's Salesmen, Employment Outlook for the United States." Bulletin 1550-74, Bureau of Labor Statistics, U.S. Government Printing Office.

24. "Sewing Machine Operators," Science Research Associates.

25. "Should You Be a Home Economist?" New York Life Insurance Company.

26. "Tailoring." Bureau of Vocational Education, Kentucky.

27. "Textile Design," Superintendent of Documents.

28. "Wash-In or Wash-Out? Laundry Tips," Maytag Co. (Free.)

Booklets, Pamphlets, Leaflets (continued)

29. "Weaving on a Card Loom." Student Leaflet, Coats and Clarks (Free.)

30. "Weaving With the Inkle Loom." Student Leaflet, Coats and Clarks.

Charts:

1. "Stain Removal Chart," Lever Brothers.

Films

1. "Careers in Fashion Merchandising," Modern Talking Picture Services (Free loan.)

2. "Careers in Retailing and Marketing," Fairchild Visuals.

3. "Clothing: A Pair of Blue Jeans," Learning Corporation of America (13 min. 16 mm color.)

4. "Fashion Freedom." No. WS114, Association Sterling Films (Free loan.)

5. "Fashion Merchandising As Your Career," Milady Publishing Cc. (16 mm, color.)

6. "Laundering and Dry Cleaning," Audio Visual Services, University of Kentucky (11 min., $2.00.)

Filmstrips

1. "A Career in Fashion Distribution," No. 83356, J.C. Penny Co. ($4.25.)

2. "Careers in Fashion Design," Educational Dimension Corporation (20 min. 35 mm, color, sound.)

3. "Careers in Fashion and Textiles," Pathescope Films.

4. "Careers in the Fashion Industry: A Career Education Package," Butterick Fashion Marketing Company (35 mm, color, teachers guide.)

5. "A Career in Retail Buying," J.C. Penny Co. (6 min., color and record.)

6. "Careers in Sales," Pathescope Films (80 frames, cassette and record.)

7. "Clothing Care Clues," Visual Education Consultants.

8. "Clothing Communicates," J.C. Penny Co.

9. "The Garment Worker," No. 619263, McGraw Hill.

Filmstrips (continued

10. "Fabric Construction," Visual Education Consultants.
11. "Fiber Care," Visual Education Consultants.
12. "Fibers Into Yarn," Visual Education Consultants.
13. "How They Get to Where You Shop," American Textile Manufacturing Institute ($3.50.)
14. "Job Opportunities in a Department Store," Society for Visual Education (58 frames, 14 minutes.)
15. "Learning to Use the Sewing Machine," Society for Visual Education, Inc. (4 films, 2 records, $32.50, 4 films, 2 casettes, $36.50.)
16. "Retail Department Head," Bowmar.
17. "Retail Sales Associates," Bowmar.
18. "Retailing Serves the Consumer," No. 82304, J.C.Penny Co. ($4.25.)
19. "Specialty Sales," Bowmar.
20. "Textiles for Everyone," American Textile Manufacturing Institute ($3.50.)
21. "TLC for Textiles," No. 83466, J.C. Penny Co.
22. "Understanding Today's Textiles," J.C. Penny Co.
23. "You and Your Sewing Machine," Focus Films.

Games

1. See Appendix pages 257-8 for game ideas which may be adapted for this unit.

Miscellaneous

1. "Career Exploratory Kit," Careers, Inc. ($75.00.)
2. "Careers in Home Economics," J. Weston Walch, (Commercial Folder, $2.50.)
3. "Fashion Careers," J. Weston Walch, (Commercial Folder, $2.50.)
4. "Occupational Exploration Kit," Science Research Associates ($107.50.)

Miscellaneous (continued)

Note: Up-to-date films, booklets, pamphlets and speaker sources may be available from the following organizations:

5. Amalgamated Clothing Workers of America, New York.
6. American Apparel Manufacturers Association Inc., Washington, DC.
7. Associated Fur Manufacturers Inc., New York.
8. Clothing Manufacturers Association of USA, New York.
9. Custom Tailors and Designers Association of America, New York.
10. The Fashion Group, New York.
11. Fashion Institute of Technology
12. International Association of Clothing Designers, Philadelphia.
13. International Ladies Garment Workers Union, New York.
14. Millinery Institute of America, New York.
15. National Board of the Coat and Suit Industry, New York.
16. National Dress Manufacturers' Association Inc., New York.
17. National Millinery Planning Board, New York.
18. National Outerwear and Sportswear Association, Inc., New York.
19. United Garment Workers of America, New York.

Periodical, Article

1. "Tie Dye Your Own Originals." What's New in Home Economics. March 1972, pp. 12-14.

Periodicals

1. The Bobbin Magazine, Needle Trade Publishing Corp.
2. Department Store Journal, Chilton Book Company.
3. Journal of Retailing, New York University.
4. Stores, National Retail Merchants Association.
5. Women's Wear Daily, Fairchild Publications, Inc.

Slides

1. "Careers in Department Stores," Fairchild Publication.

2. "Careers in Fashion," Fairchild Visuals.

3. "Careers in Homemaking," Columbia Gas Company (Free loan, contact local home economist.)

4. "Fashion in the Making: From Concept Through Production to Consumer," Fairchild Visuals (35 colored slides with printed comment.)

5. "Running a Smaller Store," Fairchild Visuals.

Tapes

1. "Fashion Model," Educational Sensory Programming.

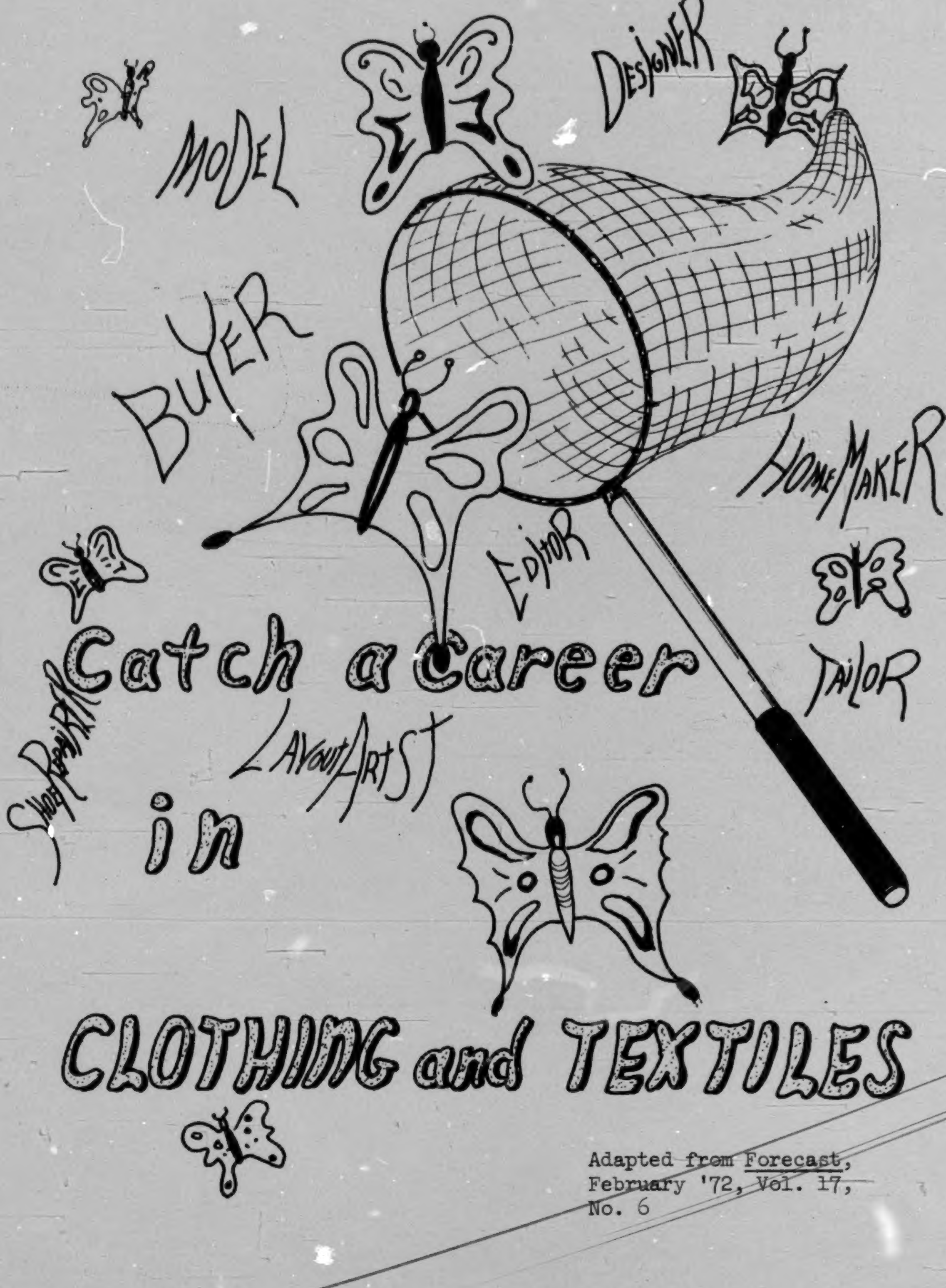
2. "Fashion Model," Educational Progress Corporation.

3. "Shipping and Receiving Clerk," International Teaching Tapes.

4. "Tailor," International Teaching Tapes.

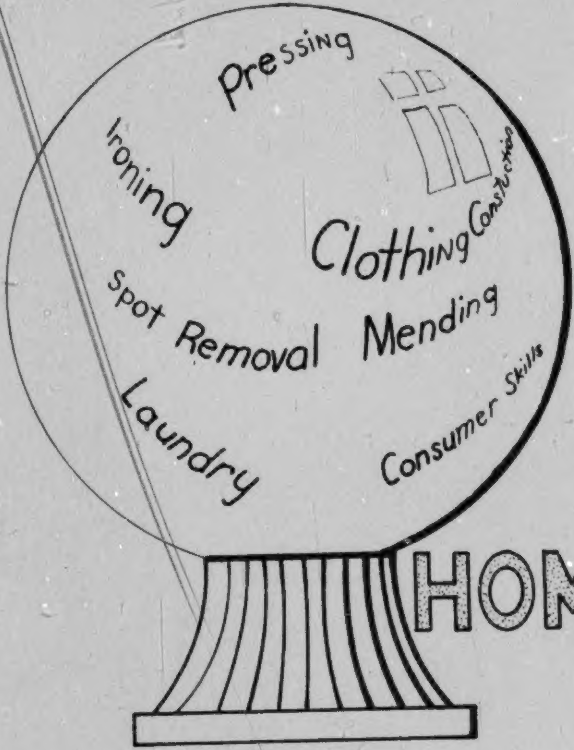
Addresses of publishers and distributors can be found in the Appendix.

Catch a Career in CLOTHING and TEXTILES


MODEL
DESIGNER
BUYER
HOMEMAKER
EDITOR
TAILOR
ShoeRepairer
LayoutArtist

Adapted from Forecast, February '72, Vol. 17, No. 6

LOOK INTO YOUR FUTURE


Pressing
Ironing
Clothing Construction
Spot Removal
Mending
Laundry
Consumer Skills

AS A HOMEMAKER

S.SMITZER. CURR. [illegible] CNTR. UK. 1227

HOMEMAKER SKILL LIST

Check those clothing and textile skills which are necessary for a homemaker.

ABILITY TO:

___ 1. Hem by hand
___ 2. Mend basic rips and tears
___ 3. Use and care for a home sewing machine
___ 4. Weave fabrics
___ 5. Spot clean and press garments
___ 6. Do routine work at a fast pace
___ 7. Get along with others
___ 8. Run a power sewing machine
___ 9. Predict trends in clothing styles
___ 10. Judge good clothing construction
___ 11. Produce a basic pattern
___ 12. Identify textiles by various tests
___ 13. Judge dry cleaning equipment
___ 14. Use home laundry equipment
___ 15. Do basic alterations
___ 16. Sell an idea or product
___ 17. Describe clothing styles verbally and in writing.
___ 18. Arrange a basic display
___ 19. Store clothes properly
___ 20. Judge fabric quality
___ 21. Judge style and color
___ 22. Launder and iron garments
___ 23. Coordinate colors in an outfit
___ 24. Choose appropriate accessories for an outfit
___ 25. Plan an economical wardrobe

21 - 25 Excellent	(A)
17 - 20 Good	(B)
13 - 16 Average	(C)
9 - 12 Poor	(D)
less than 8 Very Poor	(F)

Developed by Verda Pogue,
Practical Arts Education Unit,
Kentucky Department of Education

Education and Skills Needed In Clothing and Fashion Careers

1. Education Needed

   a. High school graduates preferred

   b. High school subjects which will provide a good background include the following:

      (1) Home Economics or special interest courses
      (2) Mathematics
      (3) Art
      (4) English
      (5) Special occupational courses

   c. Post high school training

      (1) On-the-job training
      (2) Company training programs
      (3) Apprenticeship training
      (4) Adult-education programs
      (5) Specialized training at a vocational or trade school
      (6) College training for a professional home economist

2. Skills Needed

   a. Basic construction skills

      (1) Altering
      (2) Cutting
      (3) Finishing
      (4) Fitting
      (5) Pressing
      (6) Repairing
      (7) Sewing (machine and hand)
      (8) Using and caring for sewing machines

   b. Finger dexterity
   c. Keen sense of touch
   d. Good hand and eye coordination
   e. Ability to apply art principles

      (1) Color
      (2) Design
      (3) Line

   f. Ability to judge style
   g. Ability to judge fabric content and fabric quality
   h. Ability to judge construction
   i. Ability to clean, spot and press all types of fabrics
   j. Ability to do routine work at a fast pace

Personal Qualifications Needed in Clothing and Fashion Careers

1. An interest in clothing and styles
2. Appropriately dressed
3. Patience
4. Good judgement
5. Cleanliness
6. Neatness
7. One who is happy working behind the scenes
8. One who gets along with others well
9. Pleasing personality
10. Pleasant voice
11. Ability to express one's self
12. Good health
13. Energetic and alert
14. An understanding of good garment construction

PRETEST

Clothing, Textiles and Fashion

Put an X before the statements which are true:

1. _____ Unless you can sew quite well, there aren't many job opportunities in the area of textiles, clothing, and fashion.

2. _____ This would be a good field for people who would like to combine journalism with clothing interests.

3. _____ Most of the jobs available would be ones working by yourself--without contact with many other people.

4. _____ There are quite a few jobs possible with on-the-job training after high school in this area.

5. _____ Enjoying the fun of fashion and new styles would be a qualification for many jobs in this field.

6. _____ Working in a dry cleaning establishment is one job in this area.

7. _____ Homemakers need to have skills in the care and repair of clothing.

8. _____ There is widespread employment in this area, which is important in a mobile society.

9. _____ A model's career usually lasts about twenty years.

10. _____ Artists are employed in the field of clothing, textiles, and fashion.

LETTER TO PARENTS

Dear Parents:

Students at ______________________________ School are participating in a career exploration program.

This program is designed to acquaint the student with the "world of work" and to provide activities which will assist them in their development and personal skills. We hope to be able to expand our student's view and understanding of the world of work by visiting some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community.

For your child to go on field trips, we need your cooperation and permission. Please complete and return the form below.

Sincerely,

Principal

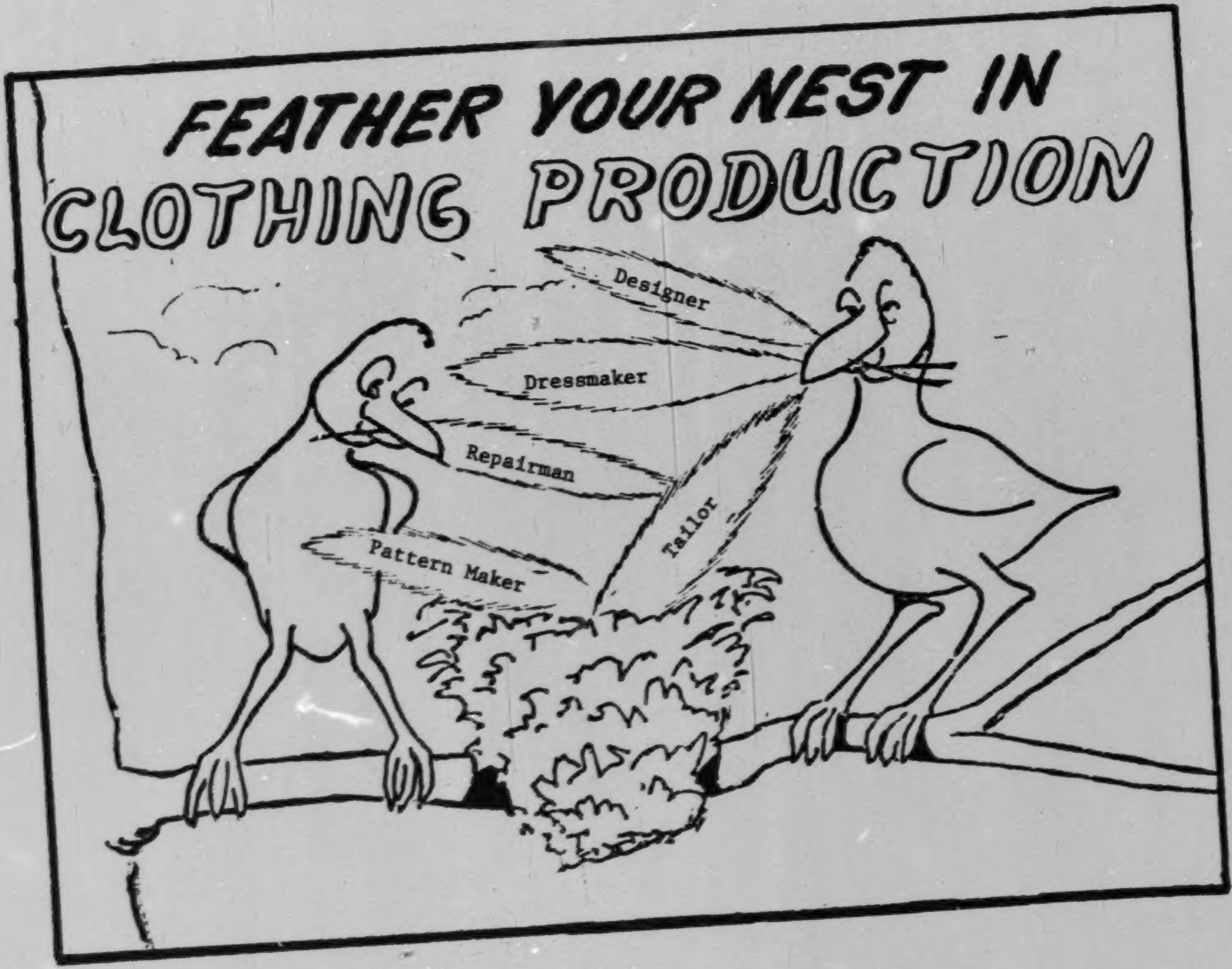
NAME OF CHILD ______________________________

DATE ______________________________

You have my permission for my child to go on field trips this school year.

____
(Signed) Parent or Guardian

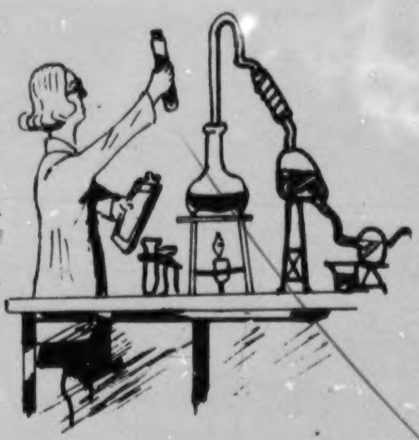
Adapted from a letter
written to parents by
Everett Donaldson, Principal,
Montgomery Co. Jr-High


FEATHER YOUR NEST IN
CLOTHING PRODUCTION
Designer
Dressmaker
Repairman
Tailor
Pattern Maker

R.GiLmore.CLAR.DEVE.CNTR.UK.#5,1227

JUMBLE-SCRAMBLE WORD GAME

Unscramble these five jumbles, one letter to each square to form five careers in the clothing production area.



She develops the new.

SINERGED

☐○☐☐☐☐☐○

She puts it together.

MASTERESSS

☐○☐☐☐☐○☐☐☐

She changes it.

TELRANISTAIOT

○☐☐○☐☐☐☐☐☐☐☐☐

She sizes it up.

SAMERUER

☐☐☐○☐☐☐○

She puts knowledge to work.

NICETIHCAN

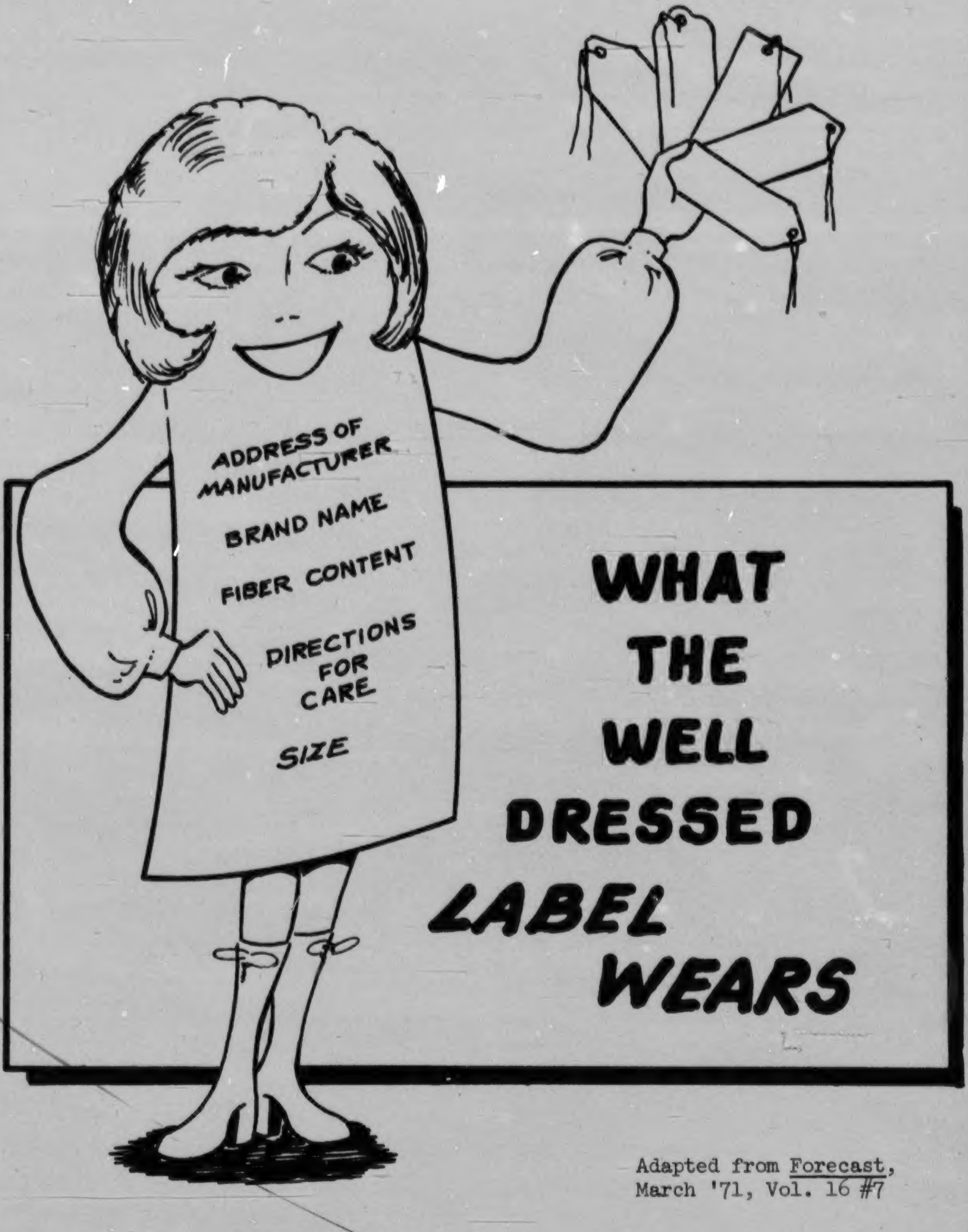
☐☐☐○☐○☐☐☐☐

Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

○○○○○○○○○

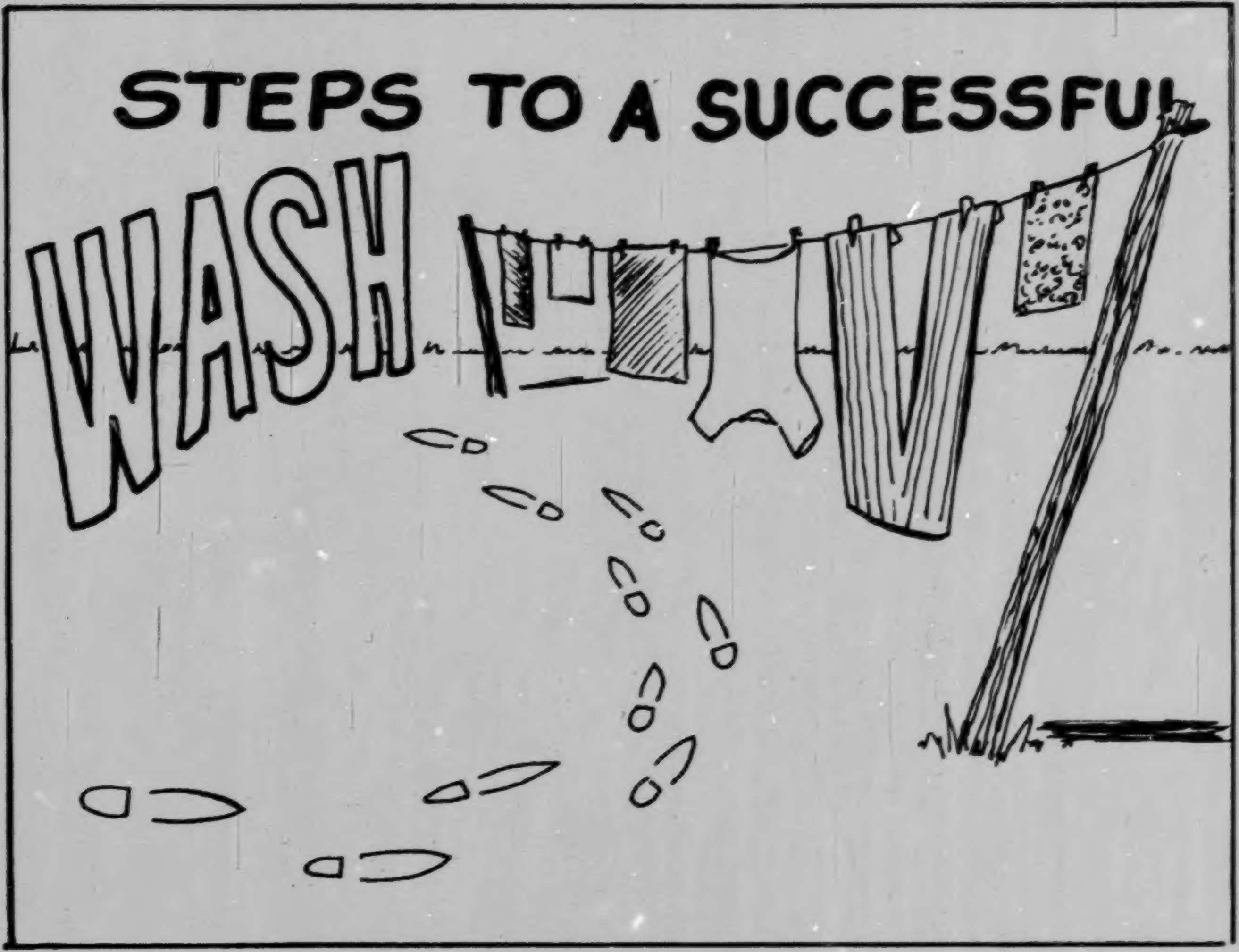
Answers: Designer, Seamstress, Alterationist, Measurer, Technician, and Researcher

STATZER.CURR.CNTR.UK. 12 27 0 22


ADDRESS OF MANUFACTURER
BRAND NAME
FIBER CONTENT
DIRECTIONS FOR CARE
SIZE
WHAT THE WELL DRESSED LABEL WEARS

Adapted from Forecast,
March '71, Vol. 16 #7

R.GILMORE. CDC. UK. HOME. EC.


STEPS TO A SUCCESSFUL
WASH

Case Problem in Clothing Care

Ann's mother works in a local factory. It is Ann's responsibility to do the family laundry on Saturday morning while her mother goes grocery shopping. Ann is 16.

To begin the task, Ann collects all the bed linen and picks up any dirty clothing that is lying around the house. Then she gets the weekly accumulation of soiled clothing from the hall closet where family members put it. She takes the laundry to the bathroom where the laundry center is located.

Ann sorts the clothes into four piles - one for white clothes; one for colored clothes; one for perma-press and wash-and-wear clothes; and one for dark colored clothes, work clothes and socks. As she sorts the clothing, Ann notices a rip in the under-arm seam of one of her school blouses. "I'll mend that after I iron it," she thinks to herself.

When the first load of clothes (colored clothes) has finished washing, Ann realizes that she forgot to put the fabric softener in the final rinse. "Oh, well, it won't hurt to not use it this once," she decides. So that she won't forget the fabric softener in the second load of clothes, Ann puts it in when the wash cycle begins.

The third load of clothes that Ann washes is the white clothing and includes diapers for Ann's baby sister. She sets the water temperature and puts two cups of detergent into the washing machine. She notices a dark chocolate stain on her brother's T-shirt and decides to add an extra cup of bleach.

As the clothes are dried, Ann removes them from the drier to laundry baskets. She plans to sort and fold them later.

Ann puts the dark colored clothes and heavy work clothes in the washing machine with 2½ cups of detergent because this load is especially dirty. During the wash cycle, water and suds flood out of the machine and Ann has to mop up the floor.

The following list shows the wash, rinse and dryer temperatures Ann used as she did the laundry.

Load	Wash Temperature	Rinse Temperature	Dryer Temperature
1. White clothes	Cold	Cold	Regular
2. Perma-press and wash-and wear clothes	Hot	Hot	Regular
3. Light colored clothes	Hot	Medium	Delicate
4. Dark colored clothes and work clothes	Cold	Cold	Perma-press

Divide into buzz groups and discuss the following questions:

1. What advice would you give Ann about the steps to be followed in preparing clothing for laundering?

2. What does Ann need to know about the use of laundry products such as detergents, bleaches and fabric softeners?

3. Judging by the sorting technique and the water and dryer temperatures Ann used, what would you expect the physical condition and cleanliness of her clothes to be?

4. How would you evaluate the way Ann handled the dried clothing?

5. What jobs might Ann seek that would require a background knowledge of how to do the laundry?

Prepared by:
Phyllis A. Beima
EPDA Fellow from Alaska
University of Kentucky

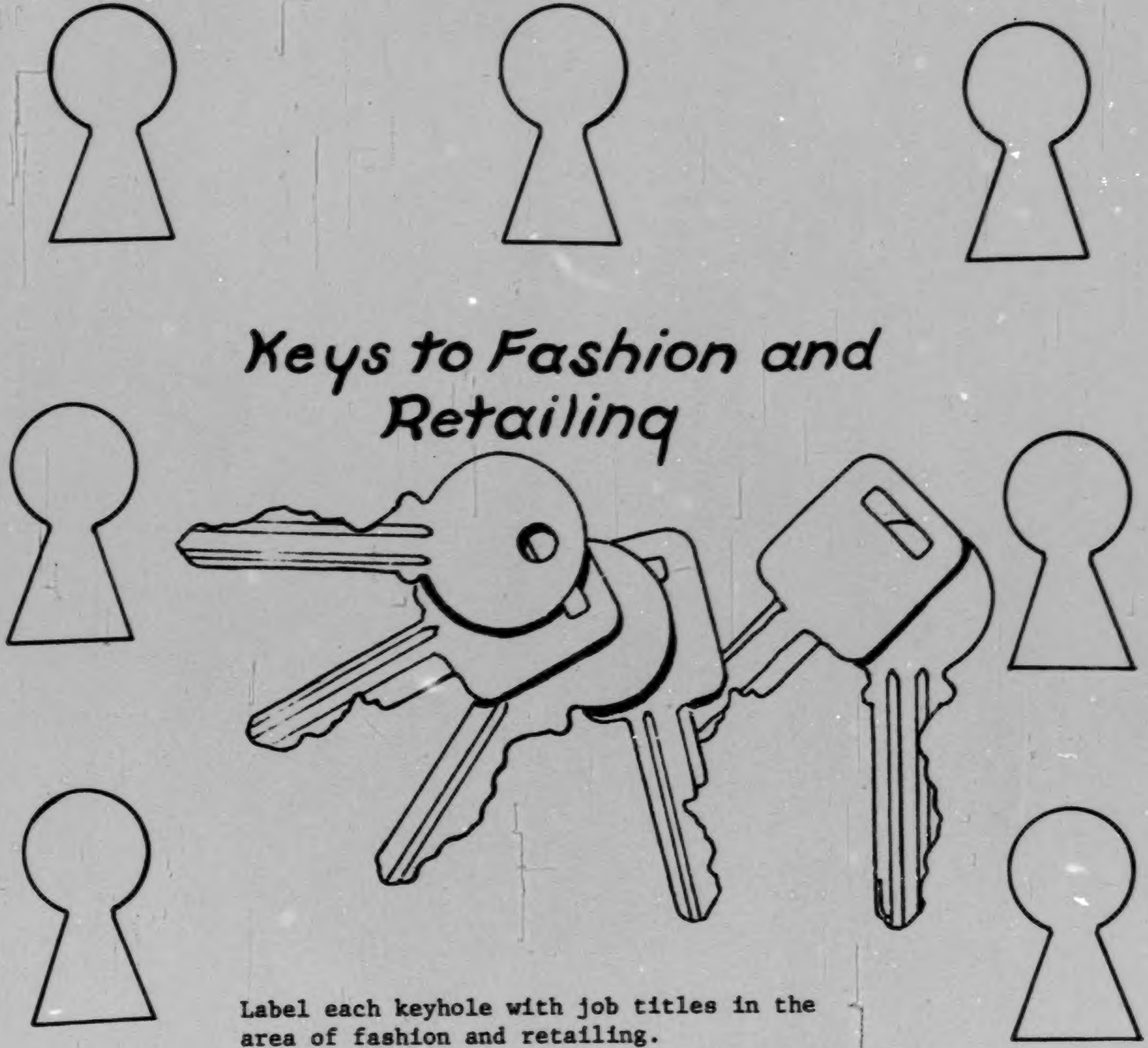
EVALUATION OF RESTORED GARMENT

	Quality of Work						
	Not Applicable	Excellent	Good	Average	Need Improvement	Poor	Job Not Done
		+5	+4	+3	+2	+1	-1
1. Free of Spots and Stains							
2. Freshly Laundered							
3. Ironed or Pressed Well							
4. Rips and Tears Mended Neatly							
5. Free of Split Seams							
6. Fastners Securely Attached							
7. Zippers Mended or Replaced							
8. Loose or Torn Trim Replaced							

30 - 40 Excellent (with 1-2 checks in not applicable column)
24 - 30 Good (with 1-2 checks in not applicable column)
16 - 23 Average (with 1-2 checks in not applicable column)
10 - 15 Needs Improvement
Below 9 Poor

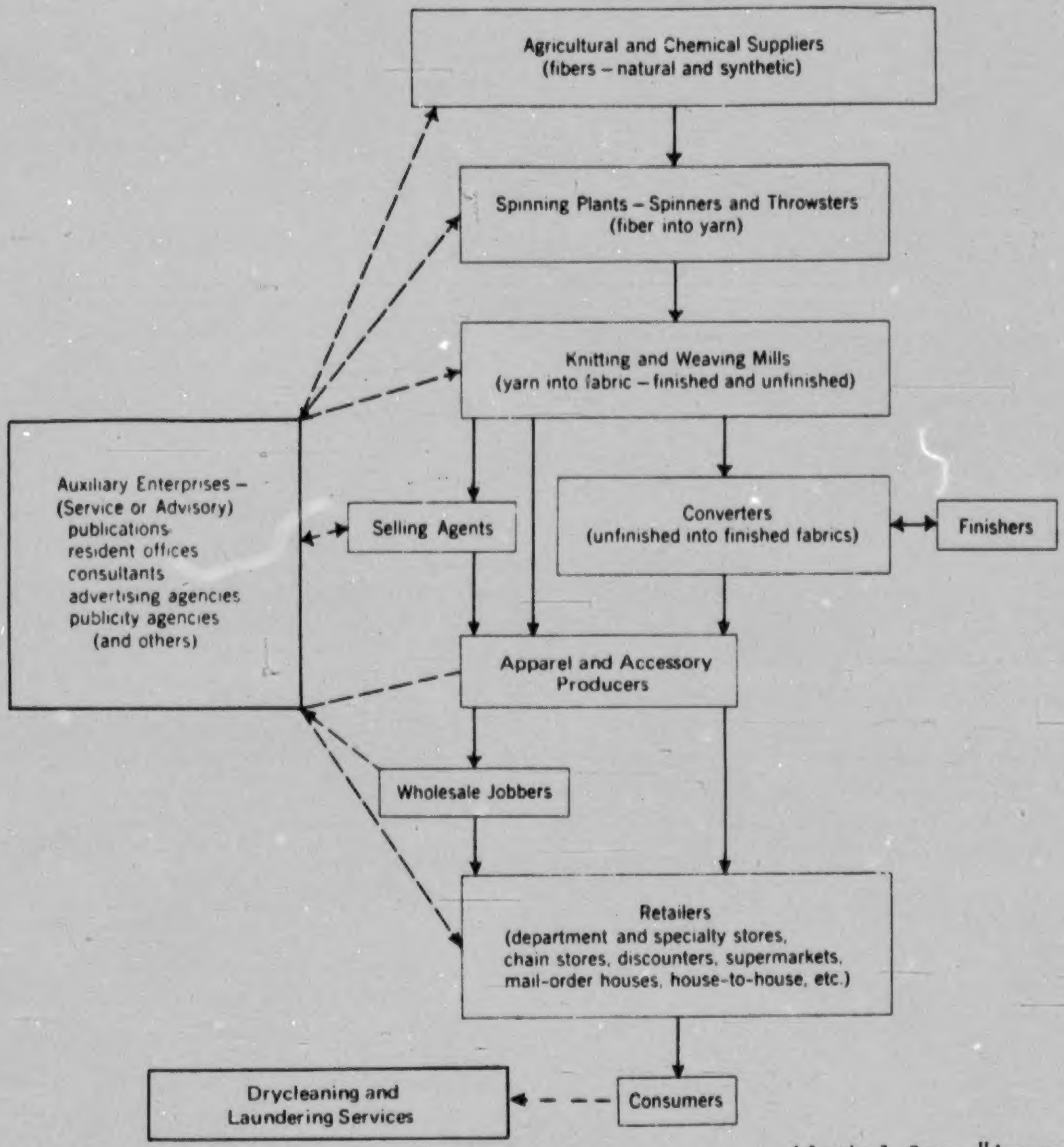
Developed by Verda Pogue,
Practical Arts Education Unit,
Kentucky Department of Education

Keys to Fashion and Retailing



Label each keyhole with job titles in the area of fashion and retailing.

FASHION INDUSTRY FLOW CHART


Agricultural and Chemical Suppliers
(fibers – natural and synthetic)
Spinning Plants – Spinners and Throwsters
(fiber into yarn)
Knitting and Weaving Mills
(yarn into fabric – finished and unfinished)
Auxiliary Enterprises –
(Service or Advisory)
publications
resident offices
consultants
advertising agencies
publicity agencies
(and others)
Selling Agents
Converters
(unfinished into finished fabrics)
Finishers
Apparel and Accessory Producers
Wholesale Jobbers
Retailers
(department and specialty stores, chain stores, discounters, supermarkets, mail-order houses, house-to-house, etc.)
Drycleaning and Laundering Services
Consumers

Adapted from "Apparel
Design and Production,"
U. S. Government Printing
Office

ROUND AND ROUND

Billye Griswold

Narrator: Mrs. Howard bought a dress. She took the dress home. She tried it on. She didn't like it and she didn't wear it. She is now trying to return it.

Mrs. Howard: "I want to return this dress." (Hands dress to clerk)

Clerk: "May I have your sales ticket?"

Mrs. Howard: (Fumbling in purse) "HMMMMMM, I was sure I had it."

Clerk: "I'm sorry, I can't give you credit. You must have your sales slip. Go to the sales manager. His desk is over there." (She points to the right.)

Mrs. Howard: (gathers up dress and returns it to sack) "Thank you!" (walks over to sales manager's desk)

Sales Manager: (in a loud voice) "What do you want?"

Mrs. Howard: (a little scared) "The clerk sent me." She said I had to have my sales ticket. I wanted to return this dress. I can't find my sales ticket.

Sales Manager: (removes dress from sack, looks at it carefully) "You have to go to the general manager."

Mrs. Howard: "How do I get to his office?"

Sales Manager: "Up these stairs and to your left."

Narrator: The lady puts the dress carefully back in the sack. She scratches her head. She wonders how she ever got herself into this mess. She walks up the stairs.

General Manager: "Yes, what can I do for you?"

Mrs. Howard: (pulls dress from sack, holds it up) "I want to return this dress. I can't find my sales ticket."

General Manager: (takes dress, looks it over carefully) "Misplaced your sales ticket, huh?" (presses a button on his desk)

Mrs. Howard: "Yes, I did."

The security guard enters hurriedly. "We don't deal kindly with shoplifters, lady."

Mrs. Howard: "I don't understand."

Security Guard: (In a mocking tone) "I'm sure you wouldn't."

General Manager: "You don't have a sales ticket. We think you stole this dress.

Mrs. Howard: (scared and shocked) "I didn't steal this dress."

Security Guard: "Oh, really! You have no proof you bought it."

Narrator: Mrs. Howard gets more scared. She feels like crying. She wonders how she can explain. There is a long pause while the guard glares at her. Then suddenly...

Mrs. Howard: "I remember! The clerk's name was Harriett. I didn't find a dress like I wanted. Harriet said to put this one on. She said it looked nice on me. It wasn't what I wanted. She kept saying it was just right for me. (to manager) Those clerks sell you anything. They just want to make a sale. They insist you buy."

Security Guard: (steps back, acts shocked) "Well!"

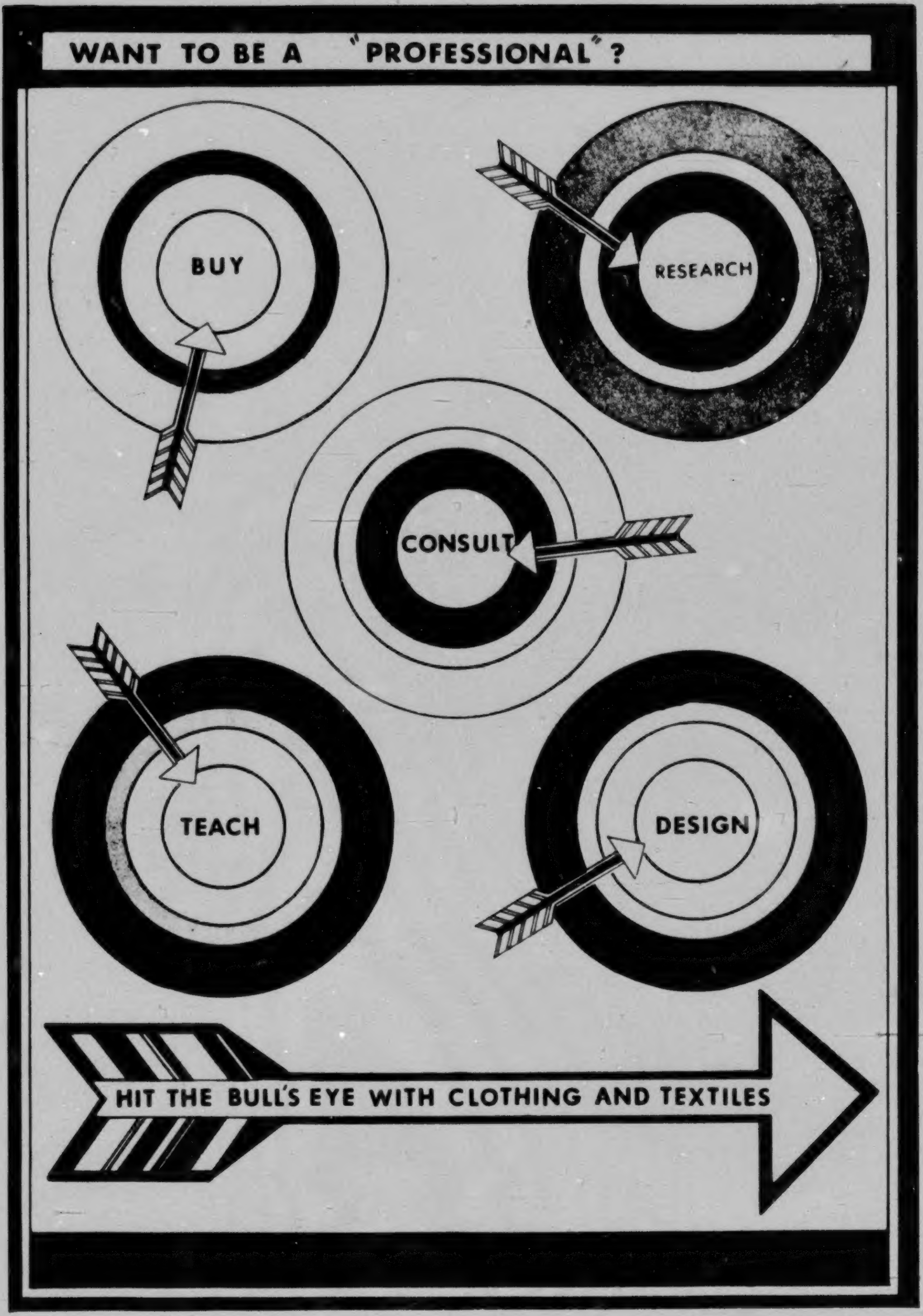
General Manager: "I'm sorry you feel that way."

Mrs. Howard: (after a few moments) "Wouldn't Harriet's sales book show that I bought this dress?"

General Manager: (looks through notebook) "I'm sorry. Harriet is on vacation. You'll have to come back next week."

Narrator: "Keep your sales tickets. If you want to return something, you won't have to go round and round."

Adapted from Teaching Aids for Consumer Homemaking Programs by Helen Taylor Spitze and Graduate Students, Division of Home Economic Education, University of Illinois, Urbana-Champaigne, Illinois.


WANT TO BE A "PROFESSIONAL"?
BUY
RESEARCH
CONSULT
TEACH
DESIGN
HIT THE BULL'S EYE WITH CLOTHING AND TEXTILES

Adapted from Forecast, April '70, Vol. 15 #8

S.STATZER.CURR.DEVE.CNTR.UK.1327#?

UNIT FOUR

EXPLORATION

OF

FAMILY AND CHILD DEVELOPMENT OCCUPATIONS

UNIT PURPOSE: To provide opportunities for the student to participate in projects related to careers in family and child development in order to make a judgement as to how a career in this area would fit into his/her future

PERFORMANCE OBJECTIVES: The student will be able to

I. Perform skills needed by a homemaker to complete a service activity for a family member.

II. Assess five jobs in the field of child care and guidance for tasks performed, education and skills needed, and desirable personal qualification of the worker in this field.

III. Match job titles with occupational duties within the area of family relations.

IV. Perform a service that would meet a need of an individual who is ill and/or elderly.

V. Identify two professional careers in child care and guidance, two professional careers in family relationships and two professional careers in care of the ill and/or elderly.

I. Student will be able to perform skills needed by a homemaker to complete a service activity for a family member.

A. Suggested Content

1. Principal Duties and/or Tasks Performed

a. Provide care for the children in the family

b. Provide guidance for the children in the family

c. Plan family activities, including recreation

d. Care for members of the family who are ill

e. Provide security and care for elderly family members

2. Personal Qualifications

See "Personal Qualities Needed in Family and Child Development Careers," page 155.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Homemakers Invest in a Rich Family Life," page 156.

1. Ask the students to list the things their parents have done for them in the past week that do not pertain to clothing and food.

2. Invite several people (both mothers and fathers) who have children to discuss the skills needed and the responsibilities homemakers must assume for the care and guidance of children.

3. Interview families who have good family relationships and share many activities to determine why their family relationships are successful.

4. Invite homemakers (both male and female) who have elderly or ill persons living in their homes to tell the class the additional responsibilities family members assume in the care of these ill or elderly.

C. Suggested Evaluation

1. Ask each student to accomplish one or more of the following activities.

a. Help a mother with small children for a day or several afternoons. Report on the care and guidance given the children. (The mother may add her comment to the report.)

b. Volunteer to sit with an ill family member or a small child so the rest of the family members may enjoy a family outing. Report on the services you gave and the tasks you performed.

c. Assume some task or service that a homemaker would assume for an elderly or ill relative living in his home. Report on the services you gave and the task you performed. The following are some suggested services:

(1) Write a letter.
(2) Read the newspaper, magazine, etc. aloud.
(3) Help complete a craft project.
(4) Take the person shopping or for a walk.

D. Suggested Resources

1. Resource Persons

   a. Family members
   b. Female homemakers
   c. Male homemakers
   d. Parents

2. Bulletin Board Suggestion

   a. "Homemakers Invest in a Rich Family Life," page 156.

3. Additional Content

   a. "Personal Qualities Needed For Family and Child Development Careers," page 155.

4. See complete reference list for Unit IV on pages 151-154.

II. The student will be able to assess five jobs in the field of child care and guidance for tasks performed, education and skills needed, and desirable qualifications of workers in this field.

A. Suggested Content

1. Need for competent, reliable, and concerned child care service workers

   a. More mothers of preschool children are entering the labor force.

   b. More mothers of preschool children are going back to school.

   c. There is a growing concern in our country for the welfare of preschool children.

2. Job Titles

   a. Aide
   b. Attendant
   c. Author or writer

      (1) Books about children
      (2) Child care books
      (3) Children's books
      (4) Children's poems
      (5) Children's stories
      (6) Guidance books

   d. Babysitter or mother's helper
   e. Boy Scout or Girl Scout worker
   f. Camp counselor
   g. Children's library assistant
   h. Children's matron
   i. Cottage parents
   j. Custodian or maintenance person
   k. Designer

      (1) Toys
      (2) Children's clothes
      (3) Play equipment

   l. Foster parents
   m. Governess
   n. Hospital assistant
   o. Houseparent
   p. Illustrator

      (1) Children's books
      (2) Children's magazines
      (3) Books about children

q. Nurse's aide
r. Nursemaid
s. Playground supervisor
t. Practical nurse
u. Psychologist
v. Recreation aide or worker
w. Red Cross or Salvation Army worker
x. Salesperson

    (1) Children's books
    (2) Children's clothing
    (3) Children's toys

y. Teacher or guidance counselor

    (1) Child care center
    (2) Day care center
    (3) Kindergarten or Head Start
    (4) Nursery school
    (5) Teacher's aide or assistant

z. Toy manufacturer

3. Sources of Jobs

a. Children's libraries
b. Child care center
c. Child development center
d. Children's clinics
e. Children homes
f. Children's service
g. Children's wards
h. Day care centers
i. Government agencies
j. Pediatric clinics
k. Publishing companies
l. Recreation centers

    (1) Parks
    (2) Playgrounds
    (3) Camps
    (4) Resorts

m. Retail stores and shopping services

    (1) Children's book departments
    (2) Children's book stores
    (3) Children's clothing departments
    (4) Children's clothing stores
    (5) Children's toy department
    (6) Children's toy stores

n. Schools

  (1) Church schools
  (2) Kindergartens
  (3) Nursery schools
  (4) Colleges
  (5) Universities

4. Principal Duties and/or Tasks Performed

  a. Inspire initative and resourcefulness in children

  b. Help children learn through play

  c. Help children develop character

  d. Help children plan, evaluate, and make decisions democratically

  e. Meet and communicate with parents of children and other adults

  f. Prepare materials and supplies for children's play, art, music, science, etc.

  g. Prepare and serve snacks and lunches for children

  h. Keep play area clean and straight

  i. Keep records

  j. Work with children of different ages and stages of development

  k. Work both with individual children and large groups of children

  l. May work with handicapped, ill, or retarded children

  m. Provide care and guidance while caring for specific needs such as: health, safety, food, exercise, creative experiences, rest, toileting, etc.

5. Education

  a. See "Education Needed for Family and Child Development Careers," page 157.

6. Personal Qualities

  a. See "Personal Qualities Needed for Family and Child Development Careers," page 155.

7. Pay

    a. Salaries compare favorably with those paid by other community agencies and institutions for positions having similar qualifications and responsibilities.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Pick a Career in Child Care," page 158.

1. Have the students complete the "Child Care Pretest," page 159. (questions 2 and 5 are true)

2. To help determine their interest in child care and guidance, ask each student to write a short essay entitled, "My Attitude Toward Children."

3. Help the students plan a community survey to identify types of child care services and where such services are available. Use newspapers, the yellow pages of the phone books, the services of the Chamber of Commerce and/or an employment agency, and any other sources available. Suggested resources on pages 135-6 will list some places the survey may include.

4. To determine career opportunities which use a child care and guidance background, have one or two students observe and/or interview employees of each child care service which was identified in the survey. The students will report to the class on the following:

    a. Types of workers at each service center

    b. Duties of each employee

    c. Main responsibilities of each employee

    d. Number of persons employed at each center

    e. Need for new employees, either to supplement or replace present employees

    f. Education and/or training needed for a variety of jobs, necessary for the operation of each service center

    g. Equipment and facilities provided

    h. Program and/or services offered for the children

    i. Play equipment and materials used with the children or by the children

    j. Policies, rules, schedules, and procedures

5. Plan field trips to a select group of the facilities identified in the survey to determine some or all of the following:

    a. Facilities and equipment
    b. Job opportunities
    c. Responsibilities of employees
    d. Service offered
    e. Types of programs offered
    f. Other information the class feels is important

6. Choose some of the following class activities to acquaint the students with the duties and responsibilities of babysitters.

    a. Invite a panel of parents who hire babysitters to discuss what is desired and expected in a babysitter.

    b. Have students role play:

        (1) A student being interviewed by a mother for a baby sitting job.

        (2) A student meeting, for the first time, a child or children for whom he/she will sit. (Films nos. 1 and 2 in reference list for Unit IV.)

        (3) Parents acquainting a sitter with their home, and leaving last minute instructions.

    c. Show a film on babysitting and have the class discuss the responsibilities the sitter in the film assumed.

    d. Have the students develop a list of do's and don'ts to use when babysitting.

    e. Let the class develop a "Sit-Kit," which a sitter would take along to help amuse a child.

        (1) Each class member may bring an item he feels would be appropriate for the kit, and explain why it was chosen.

        (2) Have pupils demonstrate activities appropriate for entertaining a toddler, choose the most appropriate ones, and make a list of these for the kit.

    f. Arrange a display of inexpensive and safe toys, games, books, and records suitable for a preschool child. These may be borrowed from retail stores or brought by the students.

    g. Show films or filmstrips which show adults working with children. (Films nos. 5-7 and filmstrip no. 1 in reference list for Unit IV.)

h. Visit a department store or toy store to see a variety of toys, games, books, and records. Choose one toy and evaluate using "Toy Evaluation Sheet" on page 160.

i. Visit a library and make a list of books suitable for pre-school children. Listen to the librarian talk on "How To Choose Books For Preschool Children."

j. Plan and prepare simple snacks that would be suitable to serve children.

k. Listen to a teacher of preschool children talk on "Equipment One Would Need to Choose For a Nursery School or Day Care Center."

l. Examine equipment catalogues or visit playschool equipment stores to become familiar with the types of equipment needed for preschool children.

m. Improvise some equipment that would meet the needs of children.

n. Listen to a physical education teacher demonstrate some active games suitable for preschool children. Working in groups, write the directions to these games. Duplicate them for the "Sit-Kit."

o. If there is an elementary school, day care center, or nursery school near the school, spend time on the playground and/or inside the school during an activity period. Record the following:

  (1) What you see
  (2) The questions you were asked
  (3) The activities the children enjoyed

p. Plan a puppet show.

  (1) Write script
  (2) Make puppets

    --finger puppets
    --hand puppets

  (3) Present show to children at

    --church
    --nursery school
    --day care center
    --elementary school

q. Provide sitter service for

  (1) An evening function at school
  (2) Adult classes
  (3) P.T.A.
  (4) Other adult activities connected with the school

r. Simulate a "Sitter Service," which will operate as a company (Refer to Unit III, activity 14 b, page 70.)

  (1) Set rates.
  (2) Establish policies.
  (3) Make a card file which includes information about all the students who are interested in giving sitter service.

    --name
    --address
    --phone number
    --experience
    --age

  (4) Keep a file on potential employees.

    --name
    --address
    --phone number
    --number of children
    --ages of children

  (5) Prepare advertisements that could be used for the following:

    --bulletin boards
    --posters
    --local newspaper
    --school newspaper

s. Plan and set up a mock nursery school, day care center or kindergarten. Have the students do the following:

  (1) Play the role of both employees and children (or invite a small group of children).

  (2) Operate the center long enough to simulate a day's activities, and to role play each employee's duties and responsibilities.

  (3) Improvise

    --furniture
    --equipment
    --toys
    --supplies

(4) Plan and carry out a day's schedule (may need additional help from someone working in a child care center).

(5) Select suitable

--toys
--stories
--games
--songs
--records
--crafts

(6) Plan activities

--active
--quiet
--indoor
--outdoor

(7) Prepare and serve snacks.

Note: Many of the individual student activities suggested below will give ideas for items for the "Sit-Kit."

7. Ask each student to complete, as assignments, two or more of the following individual activities.

a. Select and direct suitable play activities for small children at one of the following:

(1) Church school
(2) Nursery school
(3) In someone's home

b. Assist children with some routine tasks.

(1) Toileting
(2) Preparing for sleep or rest
(3) Eating
(4) Dressing
(5) Bathing

c. Give a toy to a preschool child; observe and record what he says about the toy, as well as how he plays with it.

d. Plan, prepare, and serve nutritious snacks for children.

e. Invite children to one's home and play with them for an hour a day for several days. Report on the experience.

f. Read to children.

g. Play games with children.

h. Teach a craft to a group of children.

i. Make one of the following:

   (1) A song book
   (2) A game
   (3) A story book
   (4) A simple toy

j. Make a scrapbook, using pictures from magazines or catalogues, to illustrate toys, games, books, and records suitable for preschool children.

k. Construct illustrative material suitable for use in a preschool center by the children or the teacher.

l. With the help of a music teacher or an employee of a music shop, choose appropriate songs, song books, and records for preschool children.

m. Make a collection of simple songs to be used with children. (Duplicate copies for the "Sit-Kit.")

n. Construct some simple toys suitable for a pre-school child. (Some will be suitable for the "Sit-Kit.")

o. Make some simple games to use when playing with young children. (Some will be suitable for the "Sit-Kit.")

p. Make some simple story books. (These may be added to the "Sit-Kit.")

C. Suggested Evaluation

1. Have the class work in groups or individually to complete the following assignments:

   a. List five jobs the class has discovered in the field of child care and guidance.

   b. Prepare a simple task analysis for each job.

   c. Describe desirable characteristics of each worker.

   d. Describe the skills needed for each of the five jobs listed.

D. Suggested Resources

1. Resource Persons

   a. Chamber of commerce representative
   b. Child welfare representative
   c. Day care center aide, worker, teacher, or director
   d. Director of a child care training program for a vocational or technical school

e. Director of a children's services center
f. Director of an employment agency
g. Head start teacher
h. Extension home economist
i. Hospital administrator
j. Home economics teacher
k. Kindergarten or other pre-school teacher
l. Librarian
m. Minister or educational director of a church
n. Music teacher or employee of music store
o. Nurse from children's ward or children's hospital
p. Nursery school teacher or director
q. Parents
r. Pediatrician
s. Physical education teacher
t. Pre-school teacher
u. Professional baby sitter
v. Recreational director
w. Social worker

2. Field Trips

a. Airline terminals
b. Amusement parks
c. Baby sitting services

    (1) Private homes
    (2) Commercial establishment

d. Child care centers
e. Children's hospitals
f. Children's party services
g. Churches
h. Crippled children's hospitals
i. Day care centers
j. Day nurseries
k. Department stores
l. Elementary schools
m. Foster homes
n. Head start programs
o. Hospitals
p. Hotels and/or motels
q. Kindergartens
r. Nursery schools
s. Orphanages
t. Playgrounds
u. Private homes
v. Recreational centers
w. Schools for the mentally retarded

3. Additional Content

   a. "Education Needed For Family and Child Development Careers," page 157.

   b. "Personal Qualities Needed For Family and Child Development Careers," page 155.

4. Bulletin Board Suggestion

   a. "Pick a Career in Child Care," page 158.

5. Student Material

   a. "Child Care Pretest," page 159.

   b. "Toy Evaluation Sheet," page 160.

6. See complete reference list for Unit IV on pages 151-154.

III. The student will be able to match job titles with occupational duties within the area of family relations.

A. Suggested Content

1. Need for competent, reliable, and concerned workers in the field of family relations.

   a. Modern living causes stresses in human relationships that were unknown a century ago. These stresses affect both individuals and families.

   b. Most people no longer live near relatives, or friends of long standing, who are able to assist with social, emotional, and/or financial problems.

   c. Public and private agencies have moved to offer these services no longer provided by the family. There are many jobs available in the field of human relationships.

2. Job Titles

   a. Author
   b. Consumer counselor
   c. Family counselor
   d. Family planner
   e. Hospital aide
   f. Hospital attendant
   g. Licensed practical nurse
   h. Nurse's aide
   i. Practical nurse
   j. Product tester
   k. Red Cross worker
   l. Salvation Army worker
   m. Social Service worker
   n. Visiting homemaker

3. Sources of Jobs

   a. Children's services
   b. Family crisis centers
   c. Family service centers
   d. Government agencies
   e. Homes for the aged
   f. Hospital clinics
   g. Publishing companies

      (1) Books
      (2) Magazines

   h. Red Cross
   i. Schools and colleges
   j. Senior citizen centers

4. Principal Duties and/or Tasks Performed

    a. Help professionally trained workers in the following:

        (1) Educational occupations
        (2) Health occupations
        (3) Recreational occupations

    b. Provide for the safety and comfort of persons in institutions

    c. Give part-time or full-time service for family members in the home

    d. Help families locate information and solutions to many phases of family life, including the following:

        (1) Child care and training
        (2) Family relations
        (3) Care of the elderly

    e. Plan programs

    f. Organize recreation

    g. Provide recreational facilities

    h. Do public relations work

5. Education

    a. See "Education Needed for Family and Child Development Careers," page 157.

6. Personal Qualities

    a. See "Personal Qualities Needed for Family and Child Development Careers," page 155.

7. Pay

    a. Salaries compare favorably with those paid by other community agencies and institutions for positions having similar qualifications and responsibilities.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Careers That Shelter," page 161.

1. Have students interview people in the community whose jobs require them to help others

    a. maintain or improve their mental, social and emotional health.

    b. live together without conflict.

2. Have the students make a list of questions they want answered concerning careers in family relationships. Ask these questions of resource persons invited to the class or have the students use them when they interview people in the community.

3. Have the class make a list of occupations related to family relationships.

4. Divide the class into groups and have each group present a skit showing the responsibilities of workers whose jobs relate to family relationships.

5. Have students read a reference (Enjoying Family Living, Ch. 16) which will stimulate a discussion on how occupations in the area of family relationships will change in the future.

C. Suggested Evaluation

1. Play a game which requires matching duties and jobs.

    a. Have students draw slips of paper on which occupational duties are listed. Students will then tell the job title that matches the duty. Divide the students into teams and plan some way to score the game.

    or

    b. Divide the group evenly. Give one-half of the students slips of paper with job titles on them, and one-half of the students slips of paper on which are written occupational duties. Require the students to match the jobs with the correct duties.

D. Suggested Resources

1. Resource Persons

    a. Child welfare representative
    b. Doctor
    c. Family counselor
    d. Judge
    e. Juvenile officer
    f. Lawyer
    g. Marriage counselor
    h. Mental health representative
    i. Minister
    j. Psychologist
    k. Public health representative

    - l. Representative of welfare organizations
    - m. Representative of rehabilitation services
    - n. School counselor
    - o. Social worker
    - p. Y.M.C.A. employee
    - q. Y.W.C.A. employee

2. General Resources

    a. Newspapers
    b. Magazines
    c. Telephone directories
    d. Vocational school catalogues or publications
    e. College and/or university catalogue
    f. Books in the classroom career center, the school library, or the local library
    g. Occupational briefs
    h. "Occupational Outlook Handbook"

3. Additional Content

    a. "Education Needed for Family and Child Development Careers," page 157.

    b. "Personal Qualities Needed for Family and Child Development Careers," page 155.

4. Bulletin Board Suggestions

    a. "Careers That Shelter," page 161.

5. See complete reference list for Unit IV on pages 151-4.

IV. The student will be able to perform a service that would meet a need of an individual who is ill and/or elderly.

A. Suggested Content

1. Need for competent, reliable, and concerned workers to be employed in homes or communities which care for, provide services for, and/or house the ill and/or elderly

   a. People are living longer and are being retired at an earlier age.

   b. Previously, older people who needed housing or care moved in with relatives. Now, however, because our homes are smaller and most adults work outside the home, elderly people are no longer cared for in this way. These facts create an entire field of needs and specialized human services.

   c. Young people can gain deep satisfaction helping older and/or ill people. Their vitality can serve as a tonic for the elderly and/or ill.

2. Job Titles

   a. Chauffer
   b. Clinic worker
   c. Community service counselor
   d. Family service counselor
   e. Home health aide
   f. Housekeeper
   g. Licensed practical nurse
   h. Nurse's aide
   i. Nursing home worker

      (1) Assistant
      (2) Custodian
      (3) Director
      (4) Proprietor
      (5) Supervisor

   j. Occupational therapist
   k. Orderly
   l. Paid companion
   m. Personal maid
   n. Personal shopper
   o. Physical therapist
   p. Recreational worker
   q. Valet

3. Sources of Jobs

    a. Colleges and universities
    b. Geriatric wards and clinics
    c. Government agencies
    d. Homes for the aged
    e. Hospitals and clinics
    f. Nursing homes and mental health clinics
    g. Private homes
    h. Publishing companies
    i. Retirement homes
    j. Senior citizen centers

4. Principal Duties and/or Tasks Performed

    a. Provide special care for family members who are ill, handicapped, or elderly
    b. Provide care for others in public and private institutions and private homes
    c. Provide companionship
    d. Provide transportation
    e. Plan and direct transportation
    f. Prepare and serve meals
    g. Perform housekeeping and maintenance chores

5. Education

    a. See "Education Needed for Family and Child Development Careers," page 157.

6. Personal Qualities

    a. See "Personal Qualities Needed for Family and Child Development Careers," page 155.

7. Pay

    a. Salaries compare favorably with those paid by other community agencies and institutions for positions having similar qualifications and responsibilities.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion, "A Rainbow of Careers," page 162.

1. Take field trips to some or all of the following:

    a. Nursing homes
    b. Hospitals
    c. Home for the aged
    d. Other places which care for the ill and/or the elderly

2. On the field trips ask the students to observe the following:

   a. The employees who are caring for elderly persons
   b. The characteristics of elderly persons
   c. The special needs of elderly persons

3. Invite resource persons who work with the elderly to speak to the class or have students interview them to

   a. become oriented to the nature and scope of their jobs.
   b. identify common characteristics of older people, as a basis for working with them.

4. Check with the administrator or manager of a local home for the aged and determine what services students could render, either as individuals or as a class, which would acquaint them with services employees give the elderly. Ask the students to perform some of these services as individual or class activities.

C. Suggested Evaluation

1. Have each student choose one or more of the following individual activities and submit a report of this activity.

   a. Accompany an elderly citizen to one of the following places:

      (1) To the barber or beauty shop
      (2) To the doctor's office
      (3) On a shopping trip
      (4) To a movie
      (5) On a walk
      (6) To church
      (7) To call on friends

   b. Visit elderly citizens and entertain or assist them in one of the following ways:

      (1) Playing games
      (2) Helping with physical needs
      (3) Helping them dress
      (4) Arranging their hair or caring for other grooming needs
      (5) Preparing and/or serving a meal
      (6) Straightening or cleaning their room
      (7) Going shopping for them
      (8) Writing letters

D. Suggested Resources

1. Resource Persons

a. Nursing home employees

   (1) Administrator
   (2) Cook
   (3) Custodian
   (4) Housekeeper
   (5) Manager
   (6) Nurse
   (7) Nurse's aide
   (8) Orderly
   (9) Recreational director
   (10) Supervisor

b. Hospital employees

   (1) Administrator
   (2) Cook
   (3) Custodian
   (4) Doctor
   (5) Nurse
   (6) Nurse's aide
   (7) Nursing supervisor
   (8) Orderly

c. Director of family services
d. Family counselor
e. Community service counselor
f. Physical therapist
g. Recreational director
h. Practical nurse (working in a private home)
i. Paid companion

2. Additional Content

   a. "Education Needed for Family and Child Development Careers," page 157.

   b. "Personal Qualities Needed for Family and Child Development Careers," page 155.

3. Bulletin Board Suggestions

   a. "A Rainbow of Careers," page 162.

4. See complete reference list for Unit IV on pages 151-4.

V. The student will be able to identify two professional careers in child care and guidance, two professional careers in family relationships and two professional careers in the care of the ill and/or elderly.

A. Suggested Content

1. Job Titles

   a. Advertising writer
   b. Author
   c. Child care specialist
   d. Communications specialist
   e. Designer
   f. Director
   g. Editor
   h. Extension specialist
   i. Family counselor
   j. Home economist in business
   k. Journalist
   l. Lecturer
   m. Nursery school educator
   n. Nursing home director
   o. Owner or manager of private business
   p. Research assistant in child development
   q. Research specialist
   r. Representative of equipment and/or furnishing company
   s. Teacher
   t. Writer

2. Sources of Jobs

   a. Child care centers
   b. Child development centers
   c. Children's homes
   d. Children's services
   e. Day care centers
   f. Family service centers
   g. Government agencies
   h. Homes for the aged
   i. Mail order houses
   j. Manufacturing companies
   k. Nursing and/or retirement homes
   l. Publishing companies

      (1) Books
      (2) Magazines
      (3) Newspapers

   m. Retail stores
   n. Senior citizen centers

        - o. Schools
            - (1) Colleges
            - (2) Kindergartens
            - (3) Nursery schools
            - (4) Universities
        - p. Shopping services

    3. Principal Duties and/or Tasks Performed
        - a. Buy
        - b. Consult
        - c. Design
        - d. Direct
        - e. Manage
        - f. Research
        - g. Teach
        - h. Train

B. Suggested Teaching-Learning Activities

1. If there are students in the class who show an interest in becoming a professional home economist, have them complete some of the following activities.

    a. Read additional references.

    b. Interview professional home economist whose job relates to family and child development.

    c. Invite professional home economists to meet as a group with the students.

    d. Write to colleges and universities for additional information.

    e. Visit colleges and universities who offer training in family and child development.

C. Suggested Evaluation

1. Ask the students to name two professional jobs, and list their major duties and responsibilities, in each of the following:

    a. Child care and guidance
    b. Family relationships
    c. Care of the ill or elderly

D. Suggested Resources

1. Resource Persons

    a. Professional home economist

2. See complete reference list for Unit IV on pages 151-4.

SUPPORTIVE MATERIALS

UNIT IV

REFERENCE LIST FOR UNIT FOUR

Books

1. Careers in Home Economics by Ruth Hoeflin, The Macmillan Company.
2. Dictionary of Occupational Titles, Department of Labor, Superintendent of Documents.
3. Encyclopedia of Careers, Vol. I by William E. Hopke, "Planning Your Career." Doubleday and Company.
4. Encyclopedia of Careers, Vol. II by William E. Hopke, "Careers and Occupation." Doubleday and Company.
5. Enjoying Family Living by Aleene Cross, J.B. Lippincott Company, Ch. 16.
6. Exciting Careers for Home Economists by Lila Spencer, Simon and Schuster Incorporated.
7. Exploring Home and Family Living by Louise Fernandez and Henrietta Fleck, Prentice-Hall Incorporated, 1971, Chs. 25 and 26.
8. Future Jobs for High School Girls, Women's Bureau, U. S. Department of Labor.
9. Girls and Their Futures by Marguerite W. Zapoleon, Science Research Associates.
10. Guide for Today's Home Living by Hazel M. Hatcher and Mildred E. Andrews, D. C. Heath Company, Ch. 19.
11. Handbook of Job Facts by Norman L. Thieman, Science Research Associates, $4.85.
12. Handbook of Women Workers, Women's Bureau, U. S. Department of Labor.
13. Home Economics - Careers and Homemaking by Olive Hall, John Wiley and Sons.
14. Home Economics Careers for You by Vera Phillips, Harper & Row.
15. Homemaking for Teenagers, Book I by Irene E. McDermott and Florence W. Nicholas, Charles A. Bennett Company, 1970, Ch. 4.
16. Homemaking for Teenagers, Book II by Irene E. McDermott, Jeanne L. Norris and Florence W. Nicholas, Charles A. Bennett Company, 1972, Section 7.

Books (continued)

17. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Vital Statistics, $5.00.

18. Occupations and Careers by Norman S. Feingold and Sol Swerdoff, Webster Division, McGraw Hill Book Company.

19. Personal Perspectives by Beatrice Paolucci, Theodora Faiola and Patricia Thompson, McGraw Hill Book Company, Chs. 26 and 27.

20. Play and Playthings for the Preschool Child by E. M. Matterson, Penguin Books, Paperback, $1.95, Hardback, $3.95.

21. Your Future as a Home Economist by Jeanne Paris, Arco-Rosen Career Guidance Series, Arco Publishing Co., $1.95.

Booklets, Pamphlets and Leaflets:

1. "A Job/Career Story," Future Homemakers of America (50¢.)
2. "A Guide for Child Care Workers," Child Welfare League of America.
3. "Baby Sitter's Handbook," Science Research Associates (90¢.)
4. "The Changing of the Guard," National Board of Fire Underwriters.
5. "Child Day Care Center Worker," U. S. Department of H.E.W.
6. "Choosing Toys for Children of All Ages," American Toy Institute (Free.)
7. "Criteria for Selecting Play Equipment for Early Childhood Education," Community Play Things.
8. "Day Care-A Preventive Service," Child Welfare League of America.
9. "Day Care for Other People's Children in Your Home," Children's Bureau Publication, U. S. Department of H.E.W.
10. "Day Care Services," Children's Bureau Publication, U. S. Department of H.E.W.
11. "Equipment and Supplies," Association for Childhood Education International.
12. "For Our Sitter," Metropolitan Life Insurance Company.
13. "Guide to Good Toys," Creative Playthings (25¢.)

14. "Home Play and Play Equipment," Children's Bureau Publication No. 238, U.S. Department of H.E.W.

15. "How to Choose Toys," American Toy Institute.

16. "Occupation Baby Sitter," National Board of Fire Underwriters.

17. "Play - Children's Business: Guide to Selection of Toys and Games--Infants to Twelve Year Olds," Association for Childhood Education International.

18. "Play is the Business of Children," Association for Childhood Education International.

19. "Questions and Answers About Nursery Schools," National Association for the Education of Young Children.

20. "Should You Be a Home Economist?" New York Life Insurance Co.

21. "Should You Be a Social Worker?" New York Life Insurance Co.

22. "Should You Go Into Counseling?" New York Life Insurance Co.

23. "Sitting Safely," Gerber Products Co.

24. "Sitting Safely--A Brief Guide for Teenage Baby Sitters," Metropolitan Life Insurance Co.

25. "Standards and Regulations for Day Care Centers and Day Care Homes," Kentucky Department of Child Welfare.

26. "Toy Safety," Bureau of Product Safety.

27. "What are Nursery Schools For?" Association for Childhood Education International.

28. "What Does the Nursery School Teacher Teach?" National Association for Education of Young Children.

29. "What Is Marriage Counseling?" Public Affairs, Pamphlet No. 250.

30. "When Teenagers Take Care of Children: A Guide for Baby Sitters," Children's Bureau Publication No. 409, U.S. Department of H.E.W.

Films:

1. "Baby Sitter," Audio Visual Services, University of Kentucky, (1½ reels, 15 min., $3.00.)

2. "Baby Sitting - The Job - The Kids," Guidance Associates.

3. "The Child Development Center," Modern Talking Pictures, Inc.

Films (continued)

4. "Children of Change," Kentucky Department of Child Welfare (31 min., Free loan.)

5. "Helping in Care of Younger Children," Perspective Films.

6. "It's a Small World," Kentucky Department of Child Welfare (35 min., Free loan.)

7. "Little World," Kentucky Department of Child Welfare (20 min., Free loan.)

Filmstrips:

1. "Keeping Children Happy," McGraw Hill Company.

2. "Play: Learning Medium for Preschool Children," No. 83355, J.C. Penny Co. (filmstrip, record, transparency original.)

3. "Toys and Activities for Preschool Children," J.C. Penny Co.

4. "Your Future in Elementary Education," Guidance Associates.

Games

1. See Appendix pages 257-8 for game ideas which may be adapted for this unit.

Periodicals:

1. "A Basic Guide to Buying Toys," What's New In Home Economics, November-December, 1971.

2. "A Child's World of Bright, Safe Products," What's New In Home Economics, January 1972.

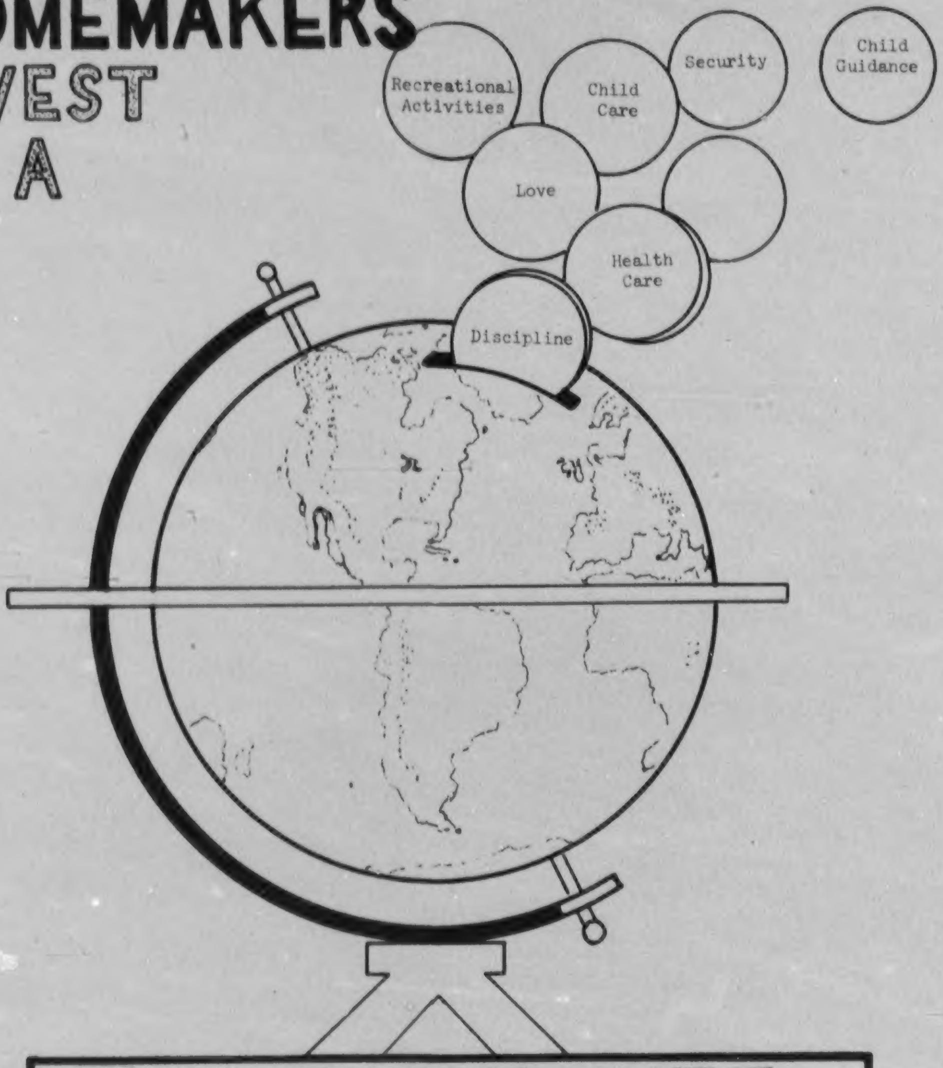
3. "Toys That Teach," What's New In Home Economics, January 1972 (including month-by-month play chart)

Addresses of publishers and distributors can be found in the Appendix.

Personal Qualities Needed For Family and Child Development Careers

1. A respect for the child and the child's point of view
2. An understanding and a respect for the experiences and accomplishments of elderly people
3. A deep concern for the welfare and happiness of all people
4. A desire to give service to others
5. An understanding of human nature
6. Patience
7. Tolerance
8. Freedom from prejudice
9. The ability to
    a. Plan and organize
    b. Supervise and/or direct the activities of others
    c. Provide for physical needs of children
    d. Protect children
    e. Guide and teach children
    f. Plan and adapt programs to people with varying needs
    g. Plan and schedule activities
    h. Assess individual and family needs
    i. Identify individual and family goals, values, and standards
    j. Develop good relationships
    k. Solve problems
    l. Communicate with others
10. A warm and friendly personality
11. Good health
12. A low, clear, and distinct voice
13. A pleasing appearance
14. A sense of humor

HOMEMAKERS
INVEST
IN A


Recreational Activities
Child Care
Security
Child Guidance
Love
Health Care
Discipline

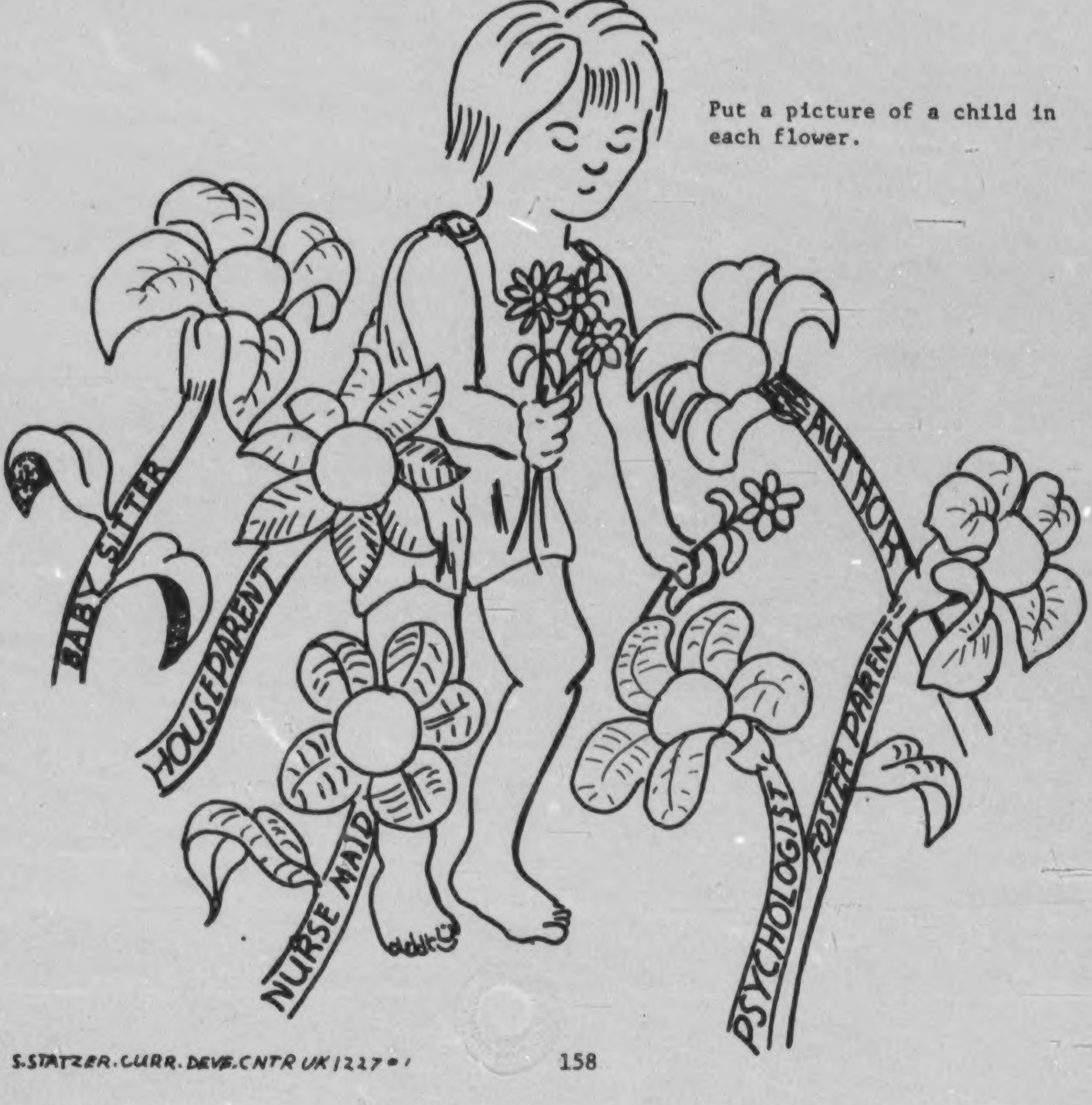
RICH FAMILY LIFE

Adapted from Forecast,
May/June '71, Vol. 16
#9

Education Needed For Family And Child Development Careers

1. High school graduates preferred
2. High school subjects which will provide a good background include the following:
    - a. Home economics and special interest courses
    - b. Health
    - c. Physical education
    - d. Special occupational courses
3. Post high school training available
    - a. On-the-job training
    - b. Apprenticeship training
    - c. Adult education programs
    - d. Specialized training at a vocational or trade school
    - e. Professional training (nurses, doctors, etc.)
    - f. College or university training (home economist, psychologist, sociologist, family life specialist, counselor, etc.)

Pick A Career In Child Care


BABY SITTER
HOUSEPARENT
NURSE MAID
AUTHOR
PSYCHOLOGIST
FOSTER PARENT

Put a picture of a child in each flower.

S.STATZER.CURR.DEVE.CNTR UK 1227 • 1

PRETEST

Place an X before the statements you think are true.

1. ________ Most child care centers are primarily for low income families.

2. ________ Enjoyment of children is a must for a person to succeed as a child care aide.

3. ________ An adult should have children of his/her own to be effective in the child care occupation.

4. ________ There are no jobs for men in child care occupations.

5. ________ A day care center aide may help to prepare and serve snacks.

TOY EVALUATION SHEET

1. Will the toy help the child develop in the following ways?

   _____ a. Physically (muscles, bones, growth)
   _____ b. Mentally (solve problems or be creative)
   _____ c. Socially (get along with others)
   _____ d. Emotionally (express feelings)

2. Is the toy safe?

   _____ a. No sharp edge
   _____ b. No small removable parts
   _____ c. Non-leaded paint

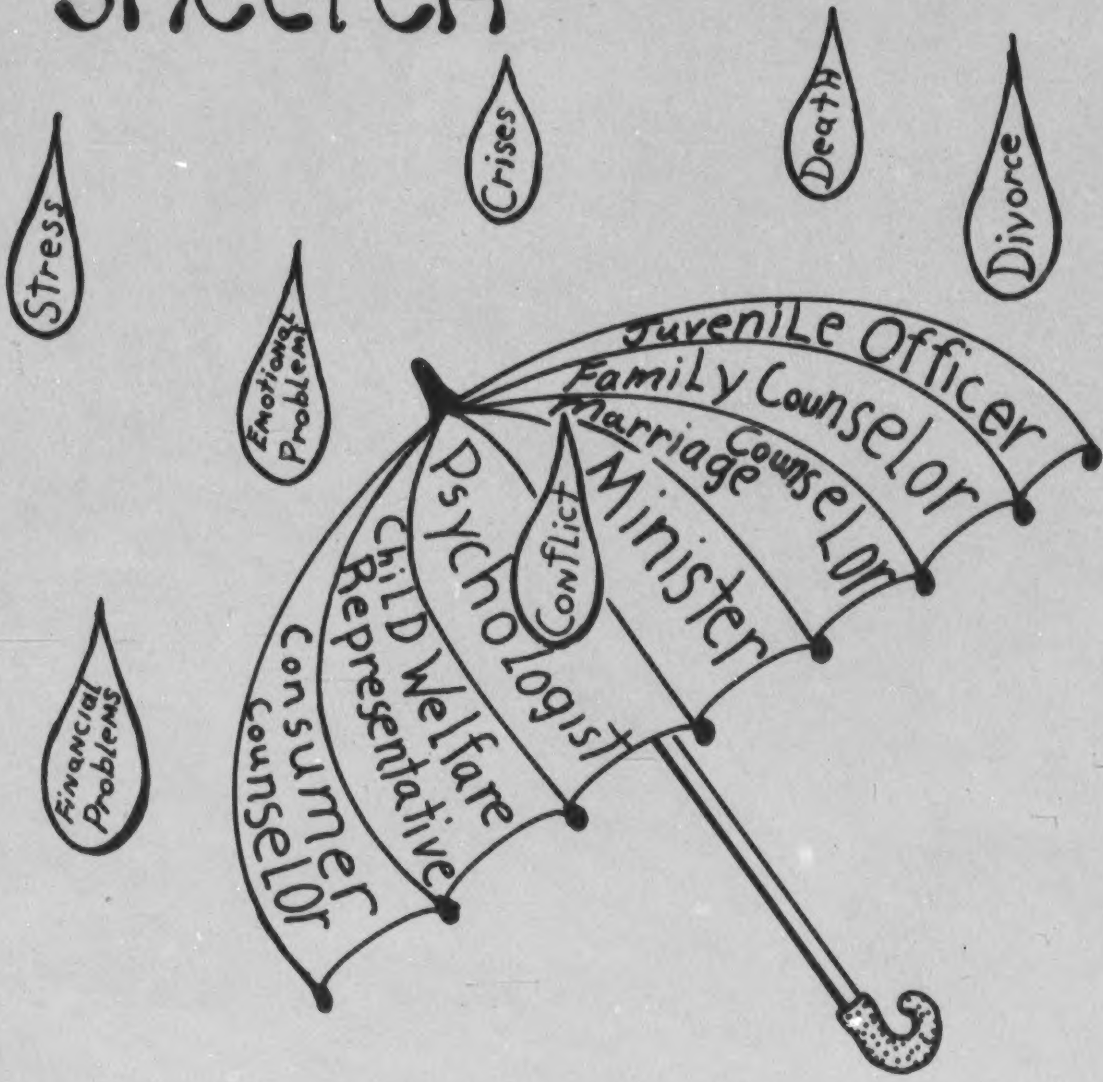
3. Is the toy durable?

   _____ a. Well constructed
   _____ b. Made of sturdy material?
   _____ c. Non-breakable

4. Is the toy suited for the child?

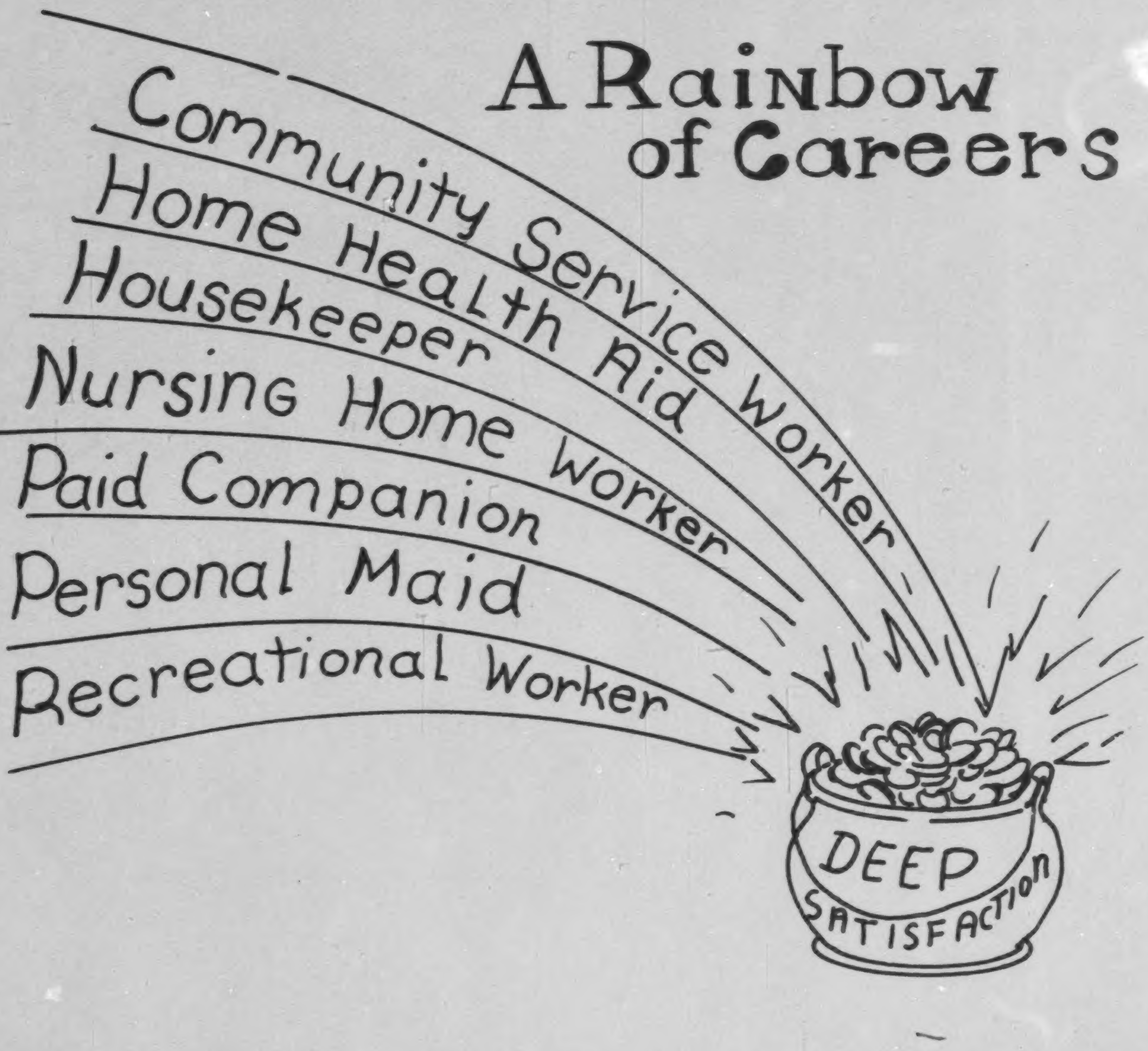
   _____ a. Age
   _____ b. Mental maturity
   _____ c. Physical development

CAREERS THAT SHELTER


Stress
Crises
Death
Divorce
Emotional Problems
Financial Problems
Conflict
Juvenile Officer
Family Counselor
Marriage Counselor
Minister
Psychologist
Child Welfare Representative
Consumer Counselor

Have the umbrella "sheltering" families (including children and elderly persons).

A Rainbow of Careers


Community Service Worker
Home Health Aid
Housekeeper
Nursing Home Worker
Paid Companion
Personal Maid
Recreational Worker
DEEP
SATISFACTION

UNIT FIVE

EXPLORATION

OF

FOODS AND NUTRITION OCCUPATIONS

UNIT PURPOSE: To explore a variety of opportunities for jobs in the foods and nutrition area in order to determine individual interest in being employed in this area

PERFORMANCE OBJECTIVES: The student will be able to

I. Assume some of the tasks performed by homemakers which are involved in the preparation of nutritious meals for family members.

II. Simulate tasks performed by three workers in the area of production and/or service of foods.

III. Trace a specific food from its source of production to place of consumption.

IV. Present a job description of one professional career in the area of foods and nutrition.

I. The student will be able to assume some of the tasks performed by homemakers which are involved in the preparation of nutritious meals for family members.

A. Suggested Content

1. Principal Duties and/or Tasks Performed

a. Decide how much of total income to spend on foods.
b. Plan well-balanced meals.
c. Prepare nutritious meals.
d. Make economical food choices.
e. Store food properly.
f. Teach other members of the family the value of nutrition.
g. Do clean-up chores following meals.
h. Set table.

2. Skills Needed

a. Consumer buying

(1) Cost evaluation
(2) Product evaluation
(3) Shopping

b. Food preparation

(1) Management of time and energy
(2) Meal service
(3) Methods and techniques
(4) Management of time and energy

c. Nutrition and sanitation

(1) Basic food needs of family
(2) Menu planning
(3) Sanitation practices
(4) Storage and preservation

d. Aesthetic appreciation

(1) Creating eye appeal in food
(2) Table appointment
(3) Table etiquette
(4) Table setting and decoration

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Leap Into Action As a Homemaker," page 199.

1. Ask the students to list the duties they or their family members have assumed in the past week which deal with some of the activities listed below. Combine these lists to begin to see how many skills a homemaker needs to provide nutritious meals for the family.

   a. Clean-up following meals
   b. Food preparation
   c. Food production
   d. Food shopping
   e. Food storage
   f. Meal planning
   g. Table setting
   h. Table service

2. Invite a panel of homemakers (both male and female) to relate to the class their many responsibilities for providing nutritious food for their families. Ask them, also, to point out the knowledge and skill they need to effectively provide this service. This panel may be composed of those who represent the following:

   a. Families in different stages of their life cycle
   b. Families of different cultural or economic backgrounds
   c. Families of different sizes
   d. Families which have ill or elderly persons
   e. Families with more than one wage earner
   f. Families with only one wage earner

3. Encourage the students to participate in one or more of the following individual activities.

   a. Interview three homemakers. Choose different types of homemakers such as a dual-role homemaker, a newly-wed homemaker, one with small children, one with teenaged children, one with ill or elderly parents living in the home, etc. Determine the following facts and report findings to the class:

      (1) What are some of the tasks you perform in order to provide nutritious meals to your family?
      (2) Approximately how many hours do you spend weekly performing these duties?
      (3) If you could have additional training in this area, what skills would you need most to improve?
      (4) Any other questions the class may decide would be suitable.

   b. Plan home experiences to carry out selected tasks that homemakers must perform such as the following:

        (1) Planning menus
        (2) Shopping for food
        (3) Storing food
        (4) Preparing foods for the family

   c. Visit the local library. Make a list of recent books about food selection, food preparation, nutrition, table decoration, etc., that would be of interest to homemakers.

4. Have the class draw conclusions after the results of the individual activities have been reported to the class.

C. Suggested Evaluation

1. Have each student report to the class the results of assisting a homemaker by assuming one or more of the following duties:

   a. Plan a menu for one day.
   b. Make a market order.
   c. Shop for the food for a day or week.
   d. Help store the food.
   e. Prepare some parts of a meal or meals.
   f. Help with the clean-up following the meal or meals.

D. Suggested Resources

1. Resource Persons

   a. Homemakers (both male and female.)

2. Bulletin Board Suggestion

   a. "Leap Into Action As a Homemaker," page 199.

3. See complete reference list for Unit V on pages 193-8.

II. The student will be able to simulate tasks performed by three workers in the area of production and/or service of foods.

A. Suggested Content

a. Food Production

(1) Auctioneer
(2) Baker
(3) Baker's assistant
(4) Baker's helper
(5) Batter scaler
(6) Beverage worker
(7) Butcher
(8) Cake decorator
(9) Caterer
(10) Caterer's assistant
(11) Caterer's helper
(12) Chef
(13) Controller
(14) Cook

--assistant
--barbecue
--head
--helper
--kettle
--mess
--pastry
--railroad
--ranch
--roast or meat
--short order
--speciality
--steam table
--vegetable

(15) Crop duster
(16) Distribution manager
(17) Dough mixer
(18) Farmer

--cattle
--dairy
--fruit
--poultry
--truck

(19) Farmhand
(20) Fisherman
(21) Food assembler
(22) Food chemist
(23) Food decorator
(24) Food laboratory tester

(25) Food package designer
(26) Food processor
(27) Food technologist
(28) Formula room worker
(29) Gardener
(30) Icer
(31) Inspector

--meat
--milk
--other

(32) Kitchen helper
(33) Kitchen steward
(34) Kitchen supervisor
(35) Laboratory assistant
(36) Market researcher
(37) Meat cutter
(38) Office worker
(39) Pack developer
(40) Packer
(41) Packing house worker
(42) Pantry supervisor
(43) Pantry worker
(44) Pastry chef or supervisor
(45) Pie maker
(46) Product tester
(47) Purchasing agent
(48) Quality control supervisor
(49) Quality control tester
(50) Rancher
(51) Recipe developer
(52) Salad maker
(53) Sandwich maker
(54) Tray line worker
(55) Truck gardener

b. Food service

(1) Bag boy or bag girl
(2) Bakery clerk
(3) Bakery worker
(4) Bartender
(5) Car hop
(6) Caterer
(7) Cashier
(8) Checker
(9) Clerk
(10) Counter attendant
(11) Counter supervisor
(12) Equipment demonstrator
(13) Equipment manager
(14) Food checker
(15) Food service supervisor

(16) Food tabulator
(17) Fountain attendant
(18) Head waiter or waitress
(19) Host or hostess
(20) Office worker
(21) Porter
(22) Salesperson
(23) Snack bar worker
(24) Soda fountain worker
(25) Steward or stewardess
(26) Training director
(27) Tray-line worker
(28) Vending machine serviceman
(29) Waiter or waitress

c. Management

(1) Accountant
(2) Bookkeeper
(3) Chain executive
(4) Chef
(5) Cost controller
(6) Dietitian
(7) Director

--advertising
--consumer service
--food service
--personnel

(8) Executive chef
(9) Executive waitress
(10) Food chemist
(11) Food photographer
(12) Food purchaser
(13) Foods editor
(14) Hotel maitre d'
(15) Manager

--airline kitchen
--appliance sales
--assistant
--banquet
--business
--cafeteria
--catering
--coffee shop
--delicatessen
--department
--dining room
--food and beverage
--food chain
--food concession
--food processing
--food production

--food service
--food storage
--food store
--grocery
--institutional
--kitchen
--lunch room
--produce
--restaurant
--sales
--school cafeteria or lunch room

(16) Market analyst
(17) Menu planner
(18) Producer of TV or radio food commercials
(19) Product engineer
(20) Public health sanitarian
(21) Purchasing agent
(22) Supervisor

--dining room
--foods
--kitchen
--merchandising
--storeroom

d. Maintenance

(1) Aisle boy or girl
(2) Busboy or busgirl
(3) Custodian
(4) Dish machine operator
(5) Dishwasher
(6) Dining room helper
(7) Housekeeper
(8) Kitchen helper
(9) Pantry man or pantry girl
(10) Sanitation engineer
(11) Stock boy or stock girl
(12) Storeroom worker

2. Sources of Jobs

a. Companies

(1) Airlines
(2) Appliance sales and repair service
(3) Food manufacturer
(4) Produce companies
(5) Publishing companies
(6) Steamship lines
(7) Railroad companies
(8) Vending companies
(9) Utility companies

b. Dairies
c. Farms
d. Food service establishments

    (1) Bakeries
    (2) Bars
    (3) Cafeterias
    (4) Caterers
    (5) Cocktail lounges
    (6) Coffee shops
    (7) Construction companies
    (8) Delicatessen
    (9) Drive-in restaurants
    (10) Drug store counters
    (11) Hotels
    (12) Lunch rooms
    (13) Motels
    (14) Restaurants
    (15) Soda fountains
    (16) Tea rooms
    (17) Taverns

e. Government agencies
f. Institutions

    (1) Clinics
    (2) Colleges
    (3) Day care centers
    (4) Hospitals
    (5) Private schools
    (6) Public schools
    (7) Nursery schools
    (8) Nursing homes
    (9) Orphanages
    (10) Retirement homes
    (11) Universities

g. Magazines and newspapers
h. Military services
i. Plants

    (1) Canneries
    (2) Dairies
    (3) Food processing plants
    (4) Frozen food plants
    (5) Meat processing plants

j. Research laboratories
k. Roadside stands

3. Principal Duties and/or Tasks Performed

a. Food production

(1) Control quality of food
(2) Coordinate activities
(3) Garnish foods
(4) Measure ingredients
(5) Operate equipment
(6) Place portion of food on dishes
(7) Prepare and portion foods
(8) Process foods
(9) Store and inventory food
(10) Train others

b. Food service

(1) Greet people who enter the establishment and escort them to a table
(2) Provide for the comfort and safety of guests
(3) Receive payment for meals and make accurate change
(4) Record and total prices of items selected by the customer
(5) Serve food to guests
(6) Stand, walk, reach, lift, carry, and handle food products
(7) Take orders for food

c. Management

(1) Assess needs
(2) Assume responsibility of hiring and training employees
(3) Be in charge of all food preparation
(4) Compare and analyze products
(5) Control cost
(6) Coordinate entire operation of a food service establishment
(7) Create new recipes
(8) Establish prices
(9) Evaluate products
(10) Plan designs, displays, advertising, etc.
(11) Plan menus
(12) Preside over employee meetings
(13) Promote good employee relationships
(14) Purchase food
(15) Supervise operations of dining room, foods, kitchens, merchandising, and/or storerooms

d. Maintenance

(1) Care for and maintain equipment
(2) Clean and sanitize building and equipment
(3) Clear tables and reset them

(4) Keep dishes, cooking utensils, equipment and floor clean
(5) Operate dish washing machines
(6) Order, receive, inspect, store, and inventory all food

4. Personal Qualifications

   a. See "Personal Qualities needed in Foods and Nutrition Careers," page 200.

5. Education

   a. See "Education Needed for Careers in Foods and Nutrition," page 201.

6. Working Conditions and Benefits

   a. See "Working Conditions and Benefits in Foods and Nutrition Careers," page 202.

7. Outlook

   a. See "Outlook for Foods and Nutrition Careers," page 203.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion, "Fish For a Job In Food Production," page 204.

1. Use "Pretest For Food Production and Service," pages 205-206 to determine the students knowledge of the types of jobs available.

2. Show some of the films or filmstrip suggested in the reference list for Unit V to introduce the variety of careers in food production and service.

3. Ask the students to list the following:

   a. Local businesses which are preparing food to be served to the public

      (1) Bars
      (2) Cafeterias
      (3) Catering services
      (4) Drive-Ins
      (5) Hospital kitchens
      (6) Lunchrooms
      (7) Nursing homes
      (8) Restaurants
      (9) Tearooms

b. Local businesses which produce or process foods to be sold to the public

    (1) Bakeries
    (2) Canneries
    (3) Dairies
    (4) Farmers
    (5) Frozen food processing plants
    (6) Groceries
    (7) Ice cream manufacturers
    (8) Meat packing plants
    (9) Produce companies

4. Ask the students to determine the scope of job opportunities in food management and the availability of such jobs in the local community by completing the following activities:

    a. Make a community survey of managerial jobs in foods and nutrition
    b. Interview people in managerial capacities. Include managers of the following:

        (1) Bakeries
        (2) Dairies
        (3) Food processing plants
        (4) Grocery stores
        (5) Restaurants
        (6) Truck farms
        (7) Others

5. Assign references which will help the students conclude the availability of such managerial jobs nation-wide.

6. Plan some of the following types of activities to gain first hand information about food production and service.

    a. Invite resource persons to talk to the class about job requirements, needed skills, expected income and other aspects of jobs in the foods area. (Managers or employees of the places listed under field trips or interviews on page 181 would make good resource persons.)

    b. Take field trips to some of the places of business listed above to observe a variety of jobs.

    c. Have students interview employees of some of the above places of business and report their findings to the class.

    d. Using the information secured from the resource people, the field trips, and/or the interviews, ask students to conclude the need for workers in food production, service and maintenance in the local communities.

e. If you are in a rural or small town-setting, have students collect want ads from a nearby metropolitan area to conclude the need for foods workers in the larger areas.

f. Invite resource persons to discuss future trends in the foods industry such as aerospace research, electronic cooking, and atomic preservation. Some suggested resource persons are the following:

(1) Appliance manufacturer representative
(2) Extension specialist
(3) Home service representative of a utility company
(4) Representative of a foods research laboratory

7. Use some of the films, filmstrips, film loops or tapes suggested in reference list for Unit IV to give the students first hand knowledge of food production and/or service.

8. Take the students on a tour of the school cafeteria to observe the operation of the commercial equipment used in food preparation.

9. Plan and direct a tour of a home economics foods laboratory to see tools and equipment used in food preparation. Identify the tools and equipment and explain or demonstrate their use.

10. Help pupils become familiar with the tools and equipment used in food preparation through a scavenger hunt. Prepare a sheet with a list of tools and equipment or use "Scavenger Hunt Check List," pages 207-8. Ask the student to check off each item as they locate and identify them.

or

Collect and bring to class pictures of kitchen equipment. Have students identify each item and relate it to a specific job.

11. Display and identify common measuring equipment used in food preparation.

12. Demonstrate the correct way to measure dry ingredients, solids and liquids. Follow with a classroom experience allowing pupils to practice measuring dry ingredients, solids, and liquids.

13. Give the students some sample recipes and ask them to list all the terms with which they are unfamiliar. They may list such terms as stir, beat, fold, cream, etc. Help the students become familiar with these terms by using transparencies or pictures of such motions or by demonstrating each motion.

14. Arrange for the students to observe either in a commercial food preparation establishment or the school cafeteria, the methods and principles of preparing the following:

    a. Beverages
    b. Breads
    c. Fruits
    d. Meat, poultry, and sea foods
    e. Pastries
    f. Salads
    g. Soups
    h. Vegetables

    Note: The above strategy may be accomplished by having the class observe in small groups or by assigning individual students to separate establishments. This may have to be an out-of-school activity.

15. Show the film "Doing Great Things" or use some other method to review basic nutrition.

16. Demonstrate simple nutritious snacks. Emphasize the proper use of utensils and supplies.

17. Allow students, working in groups, to plan and prepare simple snacks. Encourage each group to prepare a different snack and have a tasting party when they are completed. Follow with "Case Problem in Personal Development," pages 209-11.

18. Invite an employer to talk on the desirable personal characteristics generally expected of food service workers.

19. Invite resource persons from local and/or state health departments to discuss the importance of medical examinations. Invite the local sanitarian to discuss the rules and regulations governing the handling of food. Ask the class to summarize the facts presented in the above talks.

20. Have the class complete one or more of the following class experiments.

    a. Make a gelatin culture using scrapings from under fingernails. After a few days examine the culture with a magnifying glass. Draw conclusions as to the need of cleanliness when handling foods.

    b. Examine samples of both washed and unwashed fruits and vegetables under a microscope. Draw conclusions as they would relate to food service.

    c. Expose samples of bread and milk to the air for a few days. If possible, vary the temperature on the samples. Discuss results.

d. Examine a cracked dish under a magnifying glass to determine where germs could collect. Decide if cracked dishes should be discarded.

21. Take the class to the school cafeteria to determine what is done to provide sanitary conditions. Observe the following:

    a. Dish washing operation
    b. Food storage
    c. Disassembling, cleaning, and reassembling of food preparation equipment
    d. Cleaning procedures for floors, walls, countertops, sinks, etc.

    Note: The students may be able to practice assembling food preparation equipment and the sequence used in cleaning it if you can work out a schedule for a few students to go to the cafeteria at a time. If this is not possible, arrange to have the procedure demonstrated.

22. Demonstrate table setting and service.

    Note: You may secure help on the above activity from one of the following:

    a. A home economics teacher or student teacher
    b. An extension home economist
    c. An advanced homemaking student
    d. A student of an occupational foods service class
    e. A student from a special interest foods class

23. Plan some simple menus. Divide the class into small groups and have each class draw a menu. Ask each group to set the table for the menu they drew and role play serving the meal. (Inexpensive paper and plastic dishes, cutlery and glassware may be used.)

24. Take the class on a tour of a local restaurant and have the employees explain the duties, tasks, etc. of various jobs

    or

    Plan a field trip to a restaurant for a special meal.

25. As an evaluation of what the students have learned concerning food preparation, service, and maintenance, choose one or more of the following class activities.

    a. Set up a mock restaurant and role play all essential jobs. Students would assume the roles of the following:

(1) Busboy or busgirl
(2) Cashier
(3) Cooks
(4) Employer
(5) Guests
(6) Host or hostess
(7) Manager
(8) Waiter or waitress

b. Set up and operate a food service operation serving simple sandwiches, salads and beverages to classmates, faculty and/or parents.

c. Simulate a commercial bakery by setting up a simple assembly line type of operation such as preparing cookies. Sell products at lunch hour or after school to students, faculty, or parents.

26. Plan and carry out a simple catering service such as preparing and serving refreshments for a child's party, a school function, etc.

27. If your class members are enthusiastic about food service, you may want to encourage them to do a more complete restaurant simulation. Divide the class into groups. Let each group complete some of the following steps:

a. Decide on the type of restaurant.

b. Decide where it would be operated.

c. Choose a name.

d. Plan the decor and/or the theme.

e. Plan the type of advertising needed to attract customers.

f. Estimate the number of people to be served at each meal daily.

g. Plan a menu that would be used for one day. (The students will need to be provided with examples of restaurant menus.)

h. Check and revise the menu to be sure a nutritious choice is being offered.

i. Assign prices to all food items and/or meals. (Use local prices as standards.)

j. Create and illustrate an attractive menu folder.

k. Draw a rough sketch of a floor plan for both the kitchen and dining area, including all necessary work areas.

l. Talk to a local restaurant manager and ask him to help estimate the cost of the equipment, furnishings, and decorations.

m. Determine how many people it would be necessary to hire to operate this establishment and estimate the salary of each employee.

n. List tasks each employee must complete.

o. Visit a local grocery store to check on the cost of the items on your menu. (Allow a 20% discount for quantity purchase.)

p. Calculate the cost of the food to prepare the menu for the estimated number of customers.

q. Analyze the plan and determine if this could be a profitable operation if the owner used borrowed capital and payed 8% interest.

C. Suggested Evaluation

1. Have the class plan to have a special table in the school cafeteria for faculty and/or students for several days. The students would rotate the responsibilities, set and decorate the table, and serve as the following:

   a. Busboy or busgirl
   b. Hostess or host
   c. Waiter or waitress

   Use evaluation instrument found on page 259 of the appendix to rate the performance of the students.

D. Suggested Resources

1. Resource Persons

   a. Appliance manufacturer representative
   b. Extension home economist
   c. Food service workers
   d. Home service representative of a utility company
   e. Local sanitarian
   f. Representative of appliance manufacturing company
   g. Representative of a food research laboratory
   h. Representative of a health department

2. Additional Content

   a. "Education needed for Careers in Foods and Nutrition," page 201.

   b. "Outlook for Foods and Nutrition Careers," page 203.

c. "Personal Qualities Needed in Foods and Nutrition Careers," page 200.

d. "Working Conditions and Benefits in Foods and Nutrition Careers," page 202.

3. Bulletin Board Suggestion

a. "Fish for a Job in Food Production," page 204.

4. Field Trips or Interviews

a. Bakeries
b. Canneries
c. Dairies
d. Drive-Ins
e. Farmers
f. Frozen food processing plants
g. Hospital kitchens
h. Hotel dining rooms
i. Ice cream manufacturers
j. Lunchrooms
k. Meat packing plants
l. Nursing home kitchens
m. Produce companies
n. Restaurants
o. School cafeteria or other cafeterias
p. Tearooms

5. Student Materials

a. "Case Problem in Personal Development," pages 209-11.
b. "Pretest for Food Production and Service," pages 205-6.
c. "Scavenger Hunt Check List," pages 207-8.

6. See complete reference list for Unit V on pages 193-8.

III. The student will be able to trace a specific food from its source of production to place of consumption.

A. Suggested Content

1. Job Titles

    a. Bakery worker
    b. Broker
    c. Cashier
    d. Caterer
    e. Checker
    f. Delivery person
    g. Retailer
    h. Salesperson
    i. Truck driver
    j. Truck gardener
    k. Vending machine stocker
    l. Wholesaler

2. Sources of Jobs

    a. Companies

        (1) Food manufacturers
        (2) Produce companies
        (3) Wholesale food companies

    b. Dairies
    c. Farms
    d. Military services
    e. Plants

        (1) Canneries
        (2) Dairies
        (3) Food processing plants
        (4) Frozen food plants
        (5) Ice cream plants
        (6) Meat processing plants

    f. Roadside stands
    g. Stores

        (1) Bakeries
        (2) Butcher shops
        (3) Delicatessens
        (4) Drug stores
        (5) Retail grocers
        (6) Wholesale grocers

3. Principal Duties and/or Tasks Performed

    a. Deliver foods
    b. Display foods
    c. Control stock
    d. Make sales
    e. Package foods
    f. Stock vending machines
    g. Transport foods

4. Personal Qualifications

    a. See "Personal Qualities Needed in Foods and Nutrition Careers," page 200.

5. Education

    a. See "Education Needed for Careers in Foods and Nutrition," page 201.

6. Working Conditions and Benefits

    a. See "Working Conditions and Benefits in Foods and Nutrition Careers," page 202.

7. Outlook

    a. See "Outlook for Foods and Nutrition Careers," page 203.

B. Suggested Teaching-Learning Activities

Note: You may wish to save some of the food processing visuals to show here because processing plants also distribute foods. (See reference list for Unit V pages 193-198.)

You may also wish to work with a social studies teacher to help students study the sources of foods in the local markets and how such foods are distributed.

See bulletin board suggestion, "Mother Goose All the Way," page 212.

1. Invite a local agricultural agent or agricultural teacher to discuss what foods are grown locally, how these foods are distributed, and the jobs required for such production and distribution.

2. If there are food processing plants in your area, invite employers to explain the distribution of their products.

3. Assign references for the research of jobs in food distribution.

4. Take the class to visit a grocery store. Ask the students to list the jobs available and some of the tasks performed by each worker.

   Note: If the above visit could be made at a time other than a peak period, the manager and employees may be able to spend some time with the class.

5. Simulate and operate a food store. Baked products may be displayed and sold.

C. Suggested Evaluation

1. Assign students to small groups and ask each group to trace the jobs necessary in the life of a specific food (such as a hamburger) from the original source of supply to the tray on a car window.

D. Suggested Resources

1. Resource Persons

   a. Agricultural agent
   b. Agricultural teacher
   c. Bakery worker
   d. Dairy worker
   e. Extension home economist
   f. Food processing plant worker
   g. Ice cream plant worker
   h. Meat packer
   i. Utility home economist
   j. Wholesale grocery worker

2. Additional Content

   a. "Education Needed for Careers in Foods and Nutrition," page 201.

   b. "Outlook for Foods and Nutrition Careers," page 203.

   c. "Personal Qualities Needed in Foods and Nutrition Careers," page 200.

   d. "Working Conditions and Benefits in Foods and Nutrition Careers," page 202.

3. Bulletin Board Suggestion

   a. "Mother Goose All the Way," page 212.

4. Field Trips

    a. Bakeries
    b. Dairies
    c. Distribution department of a food processing plant
    d. Grocery store
    e. Meat packing house
    f. Truck gardeners

5. See complete reference list for Unit Five on page 193-8.

IV. The student will be able to present a job description of one professional career in the area of foods and nutrition.

A. Suggested Content

1. Job Titles

a. Advertising executive
b. Caterer
c. Communications specialist

(1) Radio home economist
(2) TV home economist

d. Demonstrator

(1) Equipment
(2) Foods

e. Designer

(1) Labels
(2) Packages

f. Dietitian

(1) Administrative
(2) Analytical
(3) Clinical
(4) Hospital
(5) Institutional
(6) Public health
(7) Therapeutic

g. Extension food specialist
h. Extension home economist
i. Food counselor
j. Home economist in business

(1) Advertising
(2) Communications
(3) Marketing
(4) Product testing
(5) Research

k. Journalist

(1) Foods editor
(2) Writer

l. Lecturer
m. Nutritionist

(1) Hospitals
(2) Public health
(3) Schools or colleges

n. Product engineer
o. Researcher

    (1) Food chemist
    (2) Food research specialist
    (3) Product evaluator
    (4) Product tester
    (5) Quality control analyst
    (6) Recipe developer

p. Teacher

    (1) Adult education classes
    (2) Colleges
    (3) Government supported agencies
    (4) Junior colleges
    (5) Private schools
    (6) Public schools
    (7) Technical schools
    (8) Universities
    (9) Vocational schools

q. Test kitchen manager, supervisor, or director
r. Utility company home economist
s. Visiting home economist
t. Welfare representative
u. Writer

    (1) Booklets
    (2) Books
    (3) Charts
    (4) Cookbooks
    (5) Educational materials
    (6) Films
    (7) Filmstrips
    (8) Instructional booklets
    (9) Leaflets
    (10) Magazine articles
    (11) Newspaper articles
    (12) Pamphlets

2. Sources of Jobs

a. Companies

    (1) Airline
    (2) Appliance
    (3) Food manufacturing
    (4) Publishing
    (5) Utility

b. Government agencies

  (1) Cooperative extension service
  (2) Public health service
  (3) Other government agencies which regulate the production and distribution of food

c. Institutions

  (1) Clinics
  (2) Colleges
  (3) Day care centers
  (4) Hospitals
  (5) Nursery schools
  (6) Private schools
  (7) Public schools
  (8) Universities

d. Magazines and newspapers
e. Military services
f. Research laboratories

3. Principal Duties and/or Tasks Performed

  a. Advertise
  b. Advise
  c. Analyze
  d. Communicate
  e. Counsel
  f. Demonstrate
  g. Design
  h. Develop recipes
  i. Distribute
  j. Evaluate
  k. Manage
  l. Produce
  m. Research
  n. Teach
  o. Test

B. Suggested Teaching-Learning Activities

Note: You may want to plan some additional activities for students who are interested in becoming professional home economists.

1. Make available some of the following films and filmstrips for students with special interest in becoming a professional home economist.

  a. "The Art of Food Demonstration" (film)
  b. "The Career Game" (Dietitics film)
  c. "The Search for Meaning" (Dietitics film)
  d. "Should You be a Dietitian?" (filmstrip)

2. Help the students secure addresses, and have them write to food celebrities, such as newspaper or magazine foods editors, to inquire about such things as what training is required, what experience is necessary, and why they chose their jobs.

3. Help the students find professional home economists to interview whose jobs relate to the foods area. These might include some of the following:

    a. A teacher
    b. A home service representative of a utility company
    c. An extension specialist
    d. Someone involved in food research
    e. Others

4. Encourage the students to write or visit colleges and universities to secure additional information.

C. Suggested Evaluation

1. Ask the students who investigated professional training in the area of foods and nutrition to describe one professional career in the area. This may be done in any of the following ways:

    a. Bulletin board
    b. Flip chart
    c. Oral or written report
    d. Poster
    e. Taped talk or taped interview

D. Suggested Resources

1. Resource Persons

    a. Professional home economist

2. See complete reference list for Unit V on pages 193-8.

SUPPORTIVE MATERIALS

UNIT V

REFERENCE LIST FOR UNIT FIVE

Books

1. *Airline Guide to Stewardess Careers*, Arco Publishing Co.
2. *Aim for a Job in the Baking Industry* by Desmond H. O'Connel, Richards Rosen Press, Incorporated.
3. *Careers in Home Economics* by Ruth Hoeflin, The Macmillan Company.
4. *Careers in the Quantity Food Service Industry*, p. 5, National Restaurant Association.
5. *Dictionary of Occupational Titles*, Department of Labor, Superintendent of Documents.
6. *Encyclopedia of Careers, Vol. I*, "Planning Your Career" by William E. Hopke, Doubleday and Company.
7. *Encyclopedia of Careers, Vol. II*, "Careers and Occupations" by William E. Hopke, Doubleday and Company.
8. *Enjoying Family Living* by Aleene Cross, Ch. 16, J. B. Lippincott.
9. *Exciting Careers for Home Economists* by Lila Spencer, Simon and Schuster Incorporated.
10. *Exploring Home and Family Living* by Henrietta Fleck, Louise Fernandez, and Elizabeth Munves, Ch. 22, Prentice-Hall Incorporated.
11. *Family Meals and Hospitality* by Dora S. Lewis, Gladys C. Peckham and Helen S. Hovey, Ch. 20, The Macmillan Company.
12. *First Foods* by Cornan and Atwood, Ch. 15, Charles A. Bennett Company.
13. *Future Jobs for High School Girls,* Women's Bureau, U. S. Department of Labor.
14. *Guide for Today's Home Living* by Hazel M. Hatcher and Mildred E. Andrews, Ch. 19, D. C. Heath Co.
15. *Handbook of Job Facts* by Norman L. Thiemann, Science Research Associates, $4.85.
16. *Handbook of Women Workers*, Women's Bureau, U. S. Department of Labor.
17. *Home Economics-Careers and Homemaking* by Olive Hall, John Wiley and Sons.

Books (continued)

18. Home Economics Careers for You by Vera Phillips, Harper and Row.
19. Homemaking for Teenagers, Book I by Irene E. McDermott and Florence W. Nicholas, Chapter 4, Charles A. Bennett Company.
20. Homemaking for Teenagers, Book II by Irene E. McDermott, Jeanne L. Norris and Florence W. Nicholas, Chapter 15, Charles A. Bennett Company.
21. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Vital Statistics.
22. Occupations and Careers by Norman S. Feingold and Sol Swerdloff, Webster Division, McGraw-Hill Book Company.
23. Personal Perspectives by Beatrice Paolucci, Theodora Faiola and Patricia Thompson, 1973, Ch. 11, McGraw-Hill Book Company.
24. Protecting Our Food, Yearbook of Agriculture for 1966, p. 236, U. S. Government Printing Office.
25. Stewardess Careers by Alexander Clark Morton, 1972, Arco Publishing Co., $3.95.
26. Teen Horizons by Dora S. Lewis, Anna K. Banks, and Marie Banks, Ch. 26, The Macmillan Company.
27. The World of Food by Eva Medved, Chapters 3 and 28, Ginn and Company.
28. Your Foods Book by Harris and Withers, Ch. 17, D.C. Heath and Company.
29. Your Future as a Dietitian by Anderson and others, Arco Publishing Co.,
30. Your Future as a Dietitian, Richards Rosen Press, Incorporated.
31. Your Future as a Home Economist by Jeanne Paris, Arco-Rosen Career Guidance Series. Arco Publishing Company, $1.95.
32. Your Future in Food Technology by George E. Brissey, Richards Rosen Press, Incorporated.
33. Your Future in Hotel Management by Roger P. Sonnabend, Arco Publishing Co., $1.95.
34. Your Future in Restaurants and Food Service by James H. Westbrook, Arco Publishing Co., $1.95.
35. Your Career in Selling by Robert A. Liston, Julian Messner Incorporated.
36. Your Future in the Bakery Business by Desmond H. O'Connel, Arco Publishing Co., $1.95.
37. Your Future in the Bakery Industry by Desmond H. O'Connel, Arco Publishing Co.

Booklets, Leaflets, Pamphlets

1. "A Job/Career Story," Future Homemakers of America (50¢)
2. "Careers for Youth in the Food Service Industry," National Restaurant Association.
3. "Careers in Home Economics," American Home Economics Association.
4. "Career Opportunities in Food Retailing," National Association of Retail Grocers.
5. "Career Opportunities in the Restaurant Industry," National Restaurant Association.
6. "Career Pamphlets," American Meat Institute.
7. "Catalogue," The Culinary Institute of America (published annually, free.)
8. "Checker's Manual," National Association of Retail Grocers.
9. "Cook, Hotel, and Restaurant," Division of Employment Security (free.)
10. "Dietetics and Institution Administration," Western Kentucky University (free.)
11. "Dietetics as a Profession," American Dietetics Association.
12. "Dietitians in Demand," American Dietetics Association.
13. "Directory of Hotel and Restaurant Schools," Council on Hotel, Restaurant and Institutional Education (25¢.)
14. "Establishing and Operation of a Restaurant," U.S. Office of Health, Education, and Welfare.
15. "Employment Outlook for Dietitians," U.S. Department of Labor, Bureau of Labor Statistics.
16. "Food Store Workers," Science Research Associates, Inc.
17. "Job Guides for Young Workers," U.S. Department of Health, Education and Welfare, 1969-70 edition, pp. 78-100.
18. "Looking for a Career," National Association of Food Chains.
19. "The Outlook for Women as Food Service Managers and Supervisors," U.S. Department of Health, Education, and Welfare.
20. "There's a Future for You in the Baking Industry," American Baker's Association (55¢ per copy under 50.)
21. "Training Restaurant Sales Personnel," U.S. Office of Health, Education and Welfare.

Booklets, Leaflets, Pamphlets (continued)

22. "Truck Farmers," Ontario College of Education (25¢.)

23. "The Science and Technology of Food," Institute of Food Technologists (free.)

24. "Waiters and Waitresses," Occupational Brief No. 267, Science Research Association.

25. "What Every Clerk Should Know," National Association of Retail Grocers (75¢ per copy.)

26. "Your Opportunity in the Dairy Processing Industry," Agricultural Extension Department, Michigan State University.

Films

1. "As American as Apple Pie," 25 min., color #4154, Modern Talking Pictures (a frozen food plant.)

2. "The Art of Cake Making," 25 min., color, Modern Talking Pictures (a cake bakery.)

3. "The Art of Food Demonstration," 23 min., color, #3230, Modern Talking Pictures.

4. "Bring Home the Bacon," 22 min., color, #2465, Modern Talking Pictures, (a meat processing plant.)

5. "Candy Country - U.S.A.," 14 min., color, #2950, Modern Talking Pictures (not available Cincinnati, order from St. Louis or NY, a candy factory.)"

6. "The Career Game," 14 min., color, #4093, Modern Talking Pictures.

7. "Careers Unlimited in the Modern Baking Industry," Modern Talking Pictures.

8. "Doing Great Things," #4268, Modern Talking Pictures.

9. "Home Sweet Style," 25 min., color, #4094, Modern Talking Pictures (a modern bakery.)

10. "The Search for Meaning," 5 1/2 min., #3291, Modern Talking Pictures.

11. "Retail Foods Clerks," Cabbage and Kings and Various Things Series, Bowmar.

12. "The Wonder-Land of Bread," 20 min., color, #2558, Modern Talking Pictures (from harvesting to baking.)

Filmloops

1. "Cooks and Chefs," Encyclopedia Brittanica.
2. "Waiter and Waitresses," Encyclopedia Brittanica.

Filmstrip

1. "A New Horizon: Careers in School Food Service." Guidance Associates.
2. "Career in Food Service," Pathescope Films.
3. "Careers in Food Science Technology," Institute of Food Technologists.
4. "Career Opportunities in the Restaurant Industry," H.J. Heinz (Free loan.)
5. "Careers Unlimited in the Modern Baking Industry," American Bakers Association.
6. "Food for Thought," 15 min., Fish and Wildlife Service (free loan.)
7. "Food Service - A Career to Consider," National Restaurant Association.
8. "Hospitality and Recreation," Westinghouse Learning Press.
9. "Job Opportunities in a Supermarket," Science Research Associates.
10. "Marketing and Distribution," Westinghouse Learning Press.
11. "Public Service," Westinghouse Learning Press.
12. "The Restaurant Worker," McGraw-Hill Films.
13. "The School Cafeteria Workers," Eye Gate House.
14. "Should You Be a Dietitian?" New York Life Insurance Co.
15. "Stocker in a Supermarket," Eye Gate House.
16. "Take a Good Look," American Dietetics Association.
17. "The Waitress," Eye Gate House.

Games

1. See Appendix, pages 257-8 for game ideas which may be adapted for this unit.

Miscellaneous

1. "Career Exploratory Kit," Careers Inc. ($75.00.)
2. "Careers in Home Economics," J. Weston Walch (Commercial Folder, $2.50.)
3. "Occupational Exploration Kit," Science Research Associates ($107.50.)
4. For information about Flight Attendants write to Air Line Stewards and Stewardess Association or individual airlines. (Addresses available from Air Transport Association of America.)

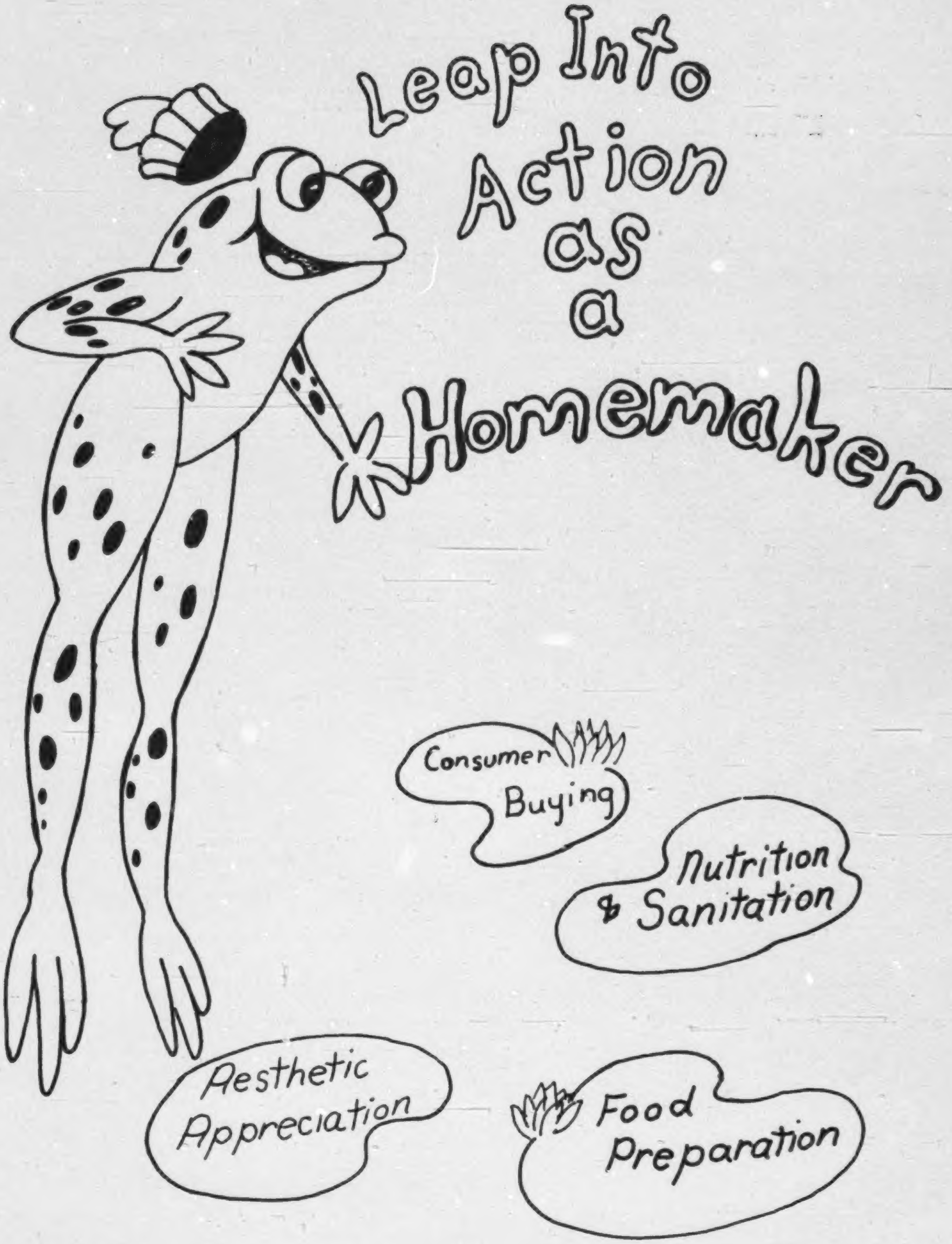
Slides

1. "Careers in Food Merchandising," Fairchild Industries.
2. "Careers in Food Service," Fairchild Visual.
3. "New Horizons in Food Service," National Restaurant Association.

Tapes

1. "Baker," International Teaching Tapes.
2. "Bartender," International Teaching Tapes.
3. "Butcher/Meat Cutter," International Teaching Tapes.
4. "Candymaker," International Teaching Tapes.
5. "Cooks/Chefs/Waiters," Educational Sensory Programming.
6. "Dietitian," Educational Progress Corp.
7. "Grocer Checker," International Teaching Tapes.
8. "Grocery Store Clerk," VG 739, Calhoun Audio-Visual Company.
9. "Stewardess, Airline," VG 731, Calhoun Audio-Visual Company.
10. "Supply Clerk/Counterman," International Teaching Tapes.
11. "Waiter," International Teaching Tapes.
12. "Waiter/Restaurant Manager," Educational Progress Corp.
13. "Your Future as a Commercial Airline Stewardess," Guidance Associates.

Addresses of publishers and distributors can be found in the Appendix.


Leap Into Action as a Homemaker
Consumer Buying
Nutrition & Sanitation
Aesthetic Appreciation
Food Preparation

SSTATZER.CURR.DEVE.CNTR. 1227#19

Personal Qualities Needed in Foods and Nutrition Careers

1. Ability to:

    a. Cater to the whims and fancies of all types of people
    b. Get along with others
    c. Initiate activities
    d. Make simple calculations
    e. Organize tasks
    f. Repeat tasks
    g. Solve problems
    h. Stand for long periods of time
    i. Supervise and/or direct the activities of others
    j. Take criticism
    k. Work quickly
    l. Work under pressure

2. Ambition
3. Business-like conduct
4. Calm disposition
5. Cheerfulness
6. Concern for the welfare and happiness of others
7. Cooperative nature
8. Courteous
9. Cordial
10. Dependable
11. Desire to

    a. Advance in the career
    b. Give service to others

12. Hand and arm dexterity
13. Freedom from prejudice
14. Good health
15. Knowledge and skill in

    a. Food preparation
    b. Food service
    c. Nutrition

16. Patience
17. Personal pride in dress and deportment
18. Pleasant voice
19. Punctuality
20. Sense of humor
21. Tact
22. Tolerance
23. Willingness to work hard

Education Needed for Careers in Foods and Nutrition

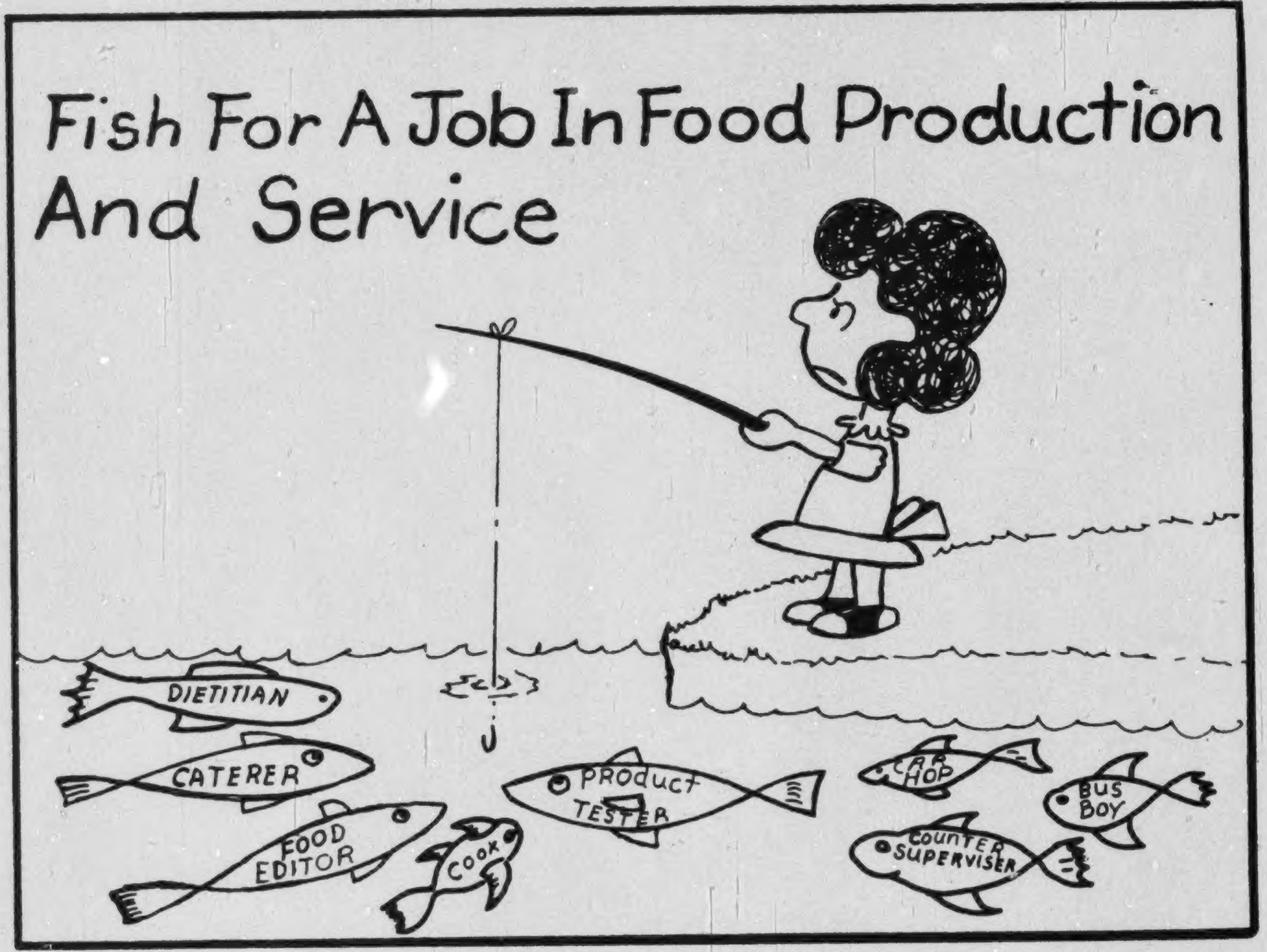
1. High school graduates preferred
2. High school subjects which will provide a good background include the following:
    - a. Art
    - b. Bookkeeping
    - c. English
    - d. Health
    - e. Home economics or a special interest course
    - f. Mathematics or business arithmetic
    - g. Special occupational courses
    - h. Social Studies
3. Post high school training available
    - a. Adult education programs
    - b. Apprenticeship training
    - c. College or university training
    - d. Company training programs
    - e. On-the-job training
    - f. Specialized training at a vocational or trade school
4. The opportunities for job placement and advancement are considerably better if the employee has graduated from high school and are still better if the employee has graduated from an appropriate training program.

Working Conditions and Benefits in Foods and Nutrition Careers

1. Working conditions in larger and newer establishments:
    a. Air conditioned
    b. Clean
    c. Equipped with the latest labor saving devices
    d. Pleasant
    e. Well lighted
2. Working conditions in some of the older and smaller eating places may vary from fair to inadequate.
    a. Equipment may be old and poorly arranged.
    b. There may be no air-conditioning.
    c. Ventilation may be poor.
    d. Working areas may be small and crowded.
3. One advantage of entering this field is the real possibility of advancement.
4. It is possible to advance from an entry-level job to a skilled worker and even to a management position, if one is willing to study and work.
5. This field employs people year-round.
6. Salaries compare favorably with other industries.
7. Competition for qualified employees keep the wage scales climbing.
8. In many jobs in this field, the employees receive one or two meals without charge each working day.
9. Jobs which require the wearing of a uniform, cut down on clothing expenses.
10. In some jobs, tips supplement the wages earned.

Outlook for Foods and Nutrition Careers

1. The opportunities for employment are excellent.
2. About 30% of our entire labor force is employed in the foods industry.
3. There is a wide variety of jobs available for both men and women.
4. The available jobs can utilize a wide variation in skills and training.
5. It is possible to have a successful career in this field without a college degree. Advancement, however, does depend upon both ability and education.
6. The National Restaurant Association estimates that each year approximately 150,000 jobs become available in the restaurant industry alone.
7. As travel for both business and pleasure continues to expand, more people will patronize eating establishments of all types.
8. The continuous growth of new hotels, motels, restaurants and other eating establishments that serve food creates new openings.
9. The rate of turnover is high; thousands of openings will occur each year just to fill the vacancies of those who retire, die, or leave their jobs for other reasons.


Fish For A Job In Food Production And Service
DIETITIAN
CATERER
FOOD EDITOR
COOK
PRODUCT TESTER
CAR HOP
BUS BOY
COUNTER SUPERVISER

R. Gilmore . Curr. Deve. Cntr. UK. 1227-17

PRETEST FOR FOOD PRODUCTION AND SERVICE

This is a list of establishments which prepare, serve, and/or process foods. If you have some knowledge of the types of jobs available in the establishment place a check by the name.

1. Hotels and motels _____

   Coffee shops _____

   Dining rooms in hotels and motels _____

   Banquet service of hotels and motels _____

2. Restaurants and other public food services

   Restaurants _____

   Cafeterias _____

   Lunch counters and fountains _____

   Carry-out service of prepared food _____

   Air Lines _____

3. Hospitals

   Patient meals, regular and special diets _____

   Employee meals _____

   Restaurants and cafeterias for the public _____

   Vending machines and snack bars _____

4. Nursing Homes and Child Care Centers

   Meals for elderly patients _____

   Industrial cafeterias (company operated) _____

5. Caterers _____

   Special occasion and party food _____

6. Schools

School cafeterias _____

College food services _____

Residence halls _____

7. Related Industries

Food production _____

Dairy processing plants _____

Canneries _____

Frozen food plants _____

Meat, poultry and fish processing plants _____

Bakeries _____

Food distribution _____

Wholesale grocers _____

Supermarkets, meat markets and other markets _____

Place a check before the statements you think are true.

1. _____It is possible to get a professional degree in foods and nutrition at most universities.

2. _____Anyone who is an expert cook should be able to run a cafeteria or restaurant well.

3. _____This is an area of wide variation as far as preparation required for jobs.

4. _____Working with people is limited in most jobs in this field.

5. _____Quite a bit of chemistry is required to be a dietitian.

6. _____There is little opportunity for travel in any of the food related occupations.

7. _____There are few professional jobs in the area of foods.

8. _____This is not a very good area for people with journalistic talents.

Scavenger Hunt Check List

Place a check in the first column as you locate the equipment. Fill in the second column for extra points

Tools and Equipment	✓	Give It's Primary Use
1. Casserole dish		
2. Colander		
3. Cookie cutter		
4. Cookie sheet		
5. Cooling rack		
6. Double boiler		
7. Dry measuring cups		
8. Egg beater, hand type		
9. Flour sifter		
10. French whip		
11. Graduated measuring cup		
12. Grater		
13. Ice cream scoop		
14. Jello mold		
15. Juicer		
16. Measuring spoons		
17. Meat thermometer		
18. Muffin tin		
19. Paring knife		
20. Pastry blender		

Developed by Verda Pogue,
Practical Arts Education Unit,
Kentucky Department of
Education

Scavenger Hunt Check List (continued)

Tools and Equipment	✓	Give It's Primary Use
21. Pastry brush		
22. Rolling pin		
23. Sauce pan		
24. Slotted spoon		
25. Spatula		
26. Strainer		
27. Tube pan		
28. Vegetable brush		
29. Vegetable peeler		
30. Wooden spoon		

Developed by Verda Pogue,
Practical Arts Educational Unit,
Kentucky State Department
of Education

CASE PROBLEM IN PERSONAL DEVELOPMENT

The following case problem encourages the student to do some critical thinking. He must analyze the given facts and decide on grades for the hypothetical student workers. It is important for students to know that customers and employers are constantly evaluating their appearance and work.

Instructions: The following is a case problem about two students who work in restaurants. Both are seniors taking a two-hour class daily in food service. They are learning everything in restaurant service from waiter to chef. Pretend that you are the teacher for the commercial foods course they are taking. Read over the notes you have taken when you have observed them working and then complete the evaluation sheet. Grade each student with an A, B, C, D or F.

	Ellen	Joe
Where They Work	1. At a chain restaurant.	1. At an exclusive restaurant.
Personal Characteristics	1. Heavy make-up.	1. Small mustache that he scratches occasionally.
	2. Long hair, not tied back.	2. Clean hair, medium short.
	3. Obvious body odor.	3. Free from body odor.
	4. Clean hands and fingernails.	4. Fingernails need cleaning.
	5. White uniform neatly pressed.	5. Poorly pressed uniform.
What They Do On The Job	For the next three weeks, she is assistant to the pastry baker.	For the next three weeks, he is assistant to the host.
	1. Pays more attention to the bus boys than to the pastry baker.	1. Stands near the entrance and leads customers to their tables.
	2. Follows instructions well.	2. If unable to do the above, he has another dependable person take his place.

	Ellen	Joe
	3. Likes ginger and clove flavors and frequently adds them to recipes whether they are called for or not.	3. Checks to see that all tables are set correctly.
	4. Washes her hands carefully upon arriving at work.	4. Does not promptly reset tables after they are cleared and ready.
	5. Directs all questions asked of her by kitchen aides to the pastry baker because she is not sure of herself.	5. Is slow to serve guests.
	6. Leaves eggs, milk and shortening out of the refrigerator after use.	6. Takes orders correctly.
	7. Cleans her work area carefully before quitting time.	7. Requests orders from ladies even when there is a gentleman present.
	8. Cannot make fillings for soft pies.	8. Does not get orders confused between customers or tables.
	9. Mixes fruit filling labels when placing them on the containers before storing.	9. Is polite, friendly and courteous.
	10. Usually late for work and takes too many breaks.	10. Serves and removes food incorrectly.
Reason For Taking Course	1. To avoid taking high school chemistry.	1. Likes to cook. Enjoys people. Wants to own his own restaurant in the future.

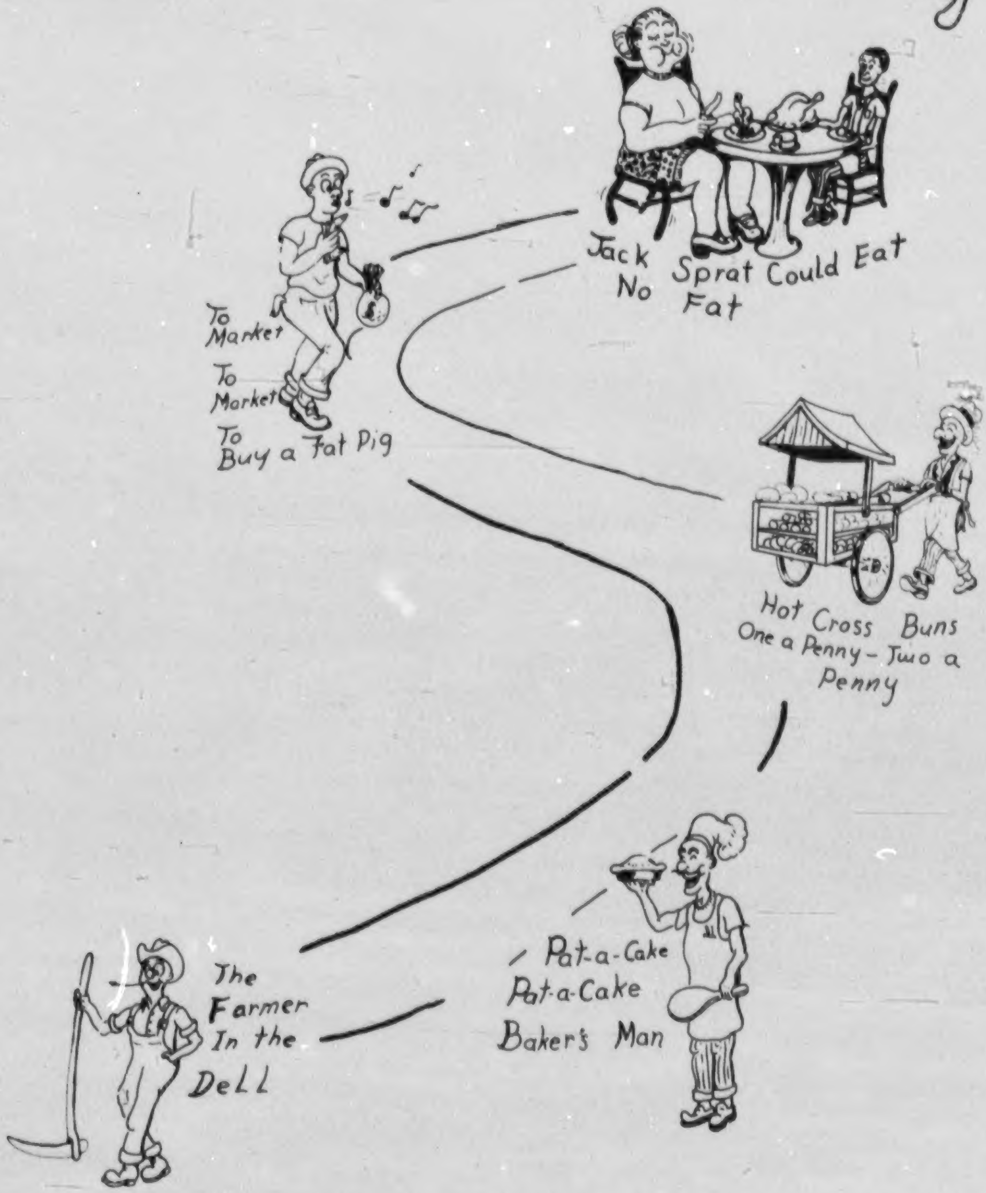
Prepared by:

Phyllis A. Beima
EPDA Fellow from Alaska
University of Kentucky

EVALUATION SHEET

	Things to be Evaluated	Suggestions for Improvement
ELLEN	1. Personal characteristics	
	2. Attitudes	
	3. Cleanliness and sanitation	
	4. Organizational ability	
	5. Ability to work with others	
	6. Desire to learn	
Grade:		
JOE	1. Personal characteristics	
	2. Attitudes	
	3. Cleanliness and sanitation	
	4. Organizational ability	
	5. Ability to work with others	
	6. Desire to learn	
Grade:		

Mother Goose ALL The Way


Jack Sprat Could Eat No Fat
To Market
To Market
To Buy a Fat Pig
Hot Cross Buns
One a Penny - Two a Penny
Pat-a-Cake
Pat-a-Cake
Baker's Man
The Farmer In the DeLL

S. STATZER. CURR. DEVE. CNTR. UK. 1227. #19

UNIT SIX

EXPLORATION

OF

HOUSING AND HOME MANAGEMENT OCCUPATIONS

UNIT PURPOSE: To explore the broad scope of opportunities for employment in housing and home management in order to determine the rewards and benefits and assess personal interest in the area

PERFORMANCE OBJECTIVES: The student will be able to

I. Explain in detail the fulfilling of a housing and/or home management need of his family which is ordinarily met by an adult in his family.

II. Determine the needs of three public institutions as to household maintenance and management.

III. Produce a suitable decorative item for some room in his/her home.

IV. Simulate a data sheet on an imaginary professional in the area of housing and home management.

I. The student will be able to explain in detail the fulfilling of a housing and/or a home management need of his family which is ordinarily met by an adult in his family.

A. Suggested Content

1. Principal Duties and/or Tasks Performed

   a. Assess housing needs

   b. Decide how much of total income to spend on household operations and furnishings

   c. Develop homemaking skills and use them to keep the home clean and neat

   d. Choose and purchase appropriate and economical household items and furnishings

   e. Compare and analyze products and furnishings

   f. Create charming rooms and gardens

   g. Evaluate products and furnishings

   h. Launder household linens

   i. Maintain cleanliness, attractiveness, functionalism, and a state of repair of the home

   j. Select or make the following:

      (1) Appliances
      (2) Cleaning supplies
      (3) Furnishings
      (4) Furniture
      (5) Household articles

   k. Train other members of the family to help keep the home clean and attractive

   l. Utilize resources

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "What Kind of Homemaker Will You Be?" page 248.

1. Ask the students to list the responsibilities members of their families have assumed in the past year which deal with some of the activities listed below. Combine these lists to determine the skills homemakers need to establish and maintain a home.

   a. Cleaning of furnishings or household articles
   b. Laundry and care of household linens
   c. Daily, weekly, and occasional house cleaning
   d. Painting and papering
   e. Making household articles or furnishings
   f. Renovating household articles or furnishings
   g. Moving
   h. Rearranging furniture, storage, etc.
   i. Care of lawn and growing plants

2. Invite a panel of homemakers (both male and female) to enumerate the skills needed by a homemaker to establish and maintain a home. Refer to activity 2 on page 166 to help plan the composition of this panel.

3. Have the students choose class members to serve on a panel to discuss the sharing of family responsibilities. Be sure the panel members represent as many types of families as possible, including the following:

   a. Large family
   b. Small family
   c. Family in which the mother works outside the home
   d. Family in which the mother is a full-time homemaker

4. Ask each student to complete, as an assignment, one or more of the following individual activities:

   a. Plan a daily schedule for a typical homemaker when given a case study describing the family and their activities.

   b. Make a weekly cleaning schedule for a typical homemaker.

   c. Assist a homemaker with his/her housekeeping tasks for a limited time. Report activities to class.

5. The class will listen to student reports on individual activities and conclude the importance of an attractive and well managed home.

6. Give the students a list of furnishings found in the home and ask them to identify the people to contact to obtain these furnishings.

C. Suggested Evaluation

1. Ask each student to determine a housing or management need his/her family has, decide how to meet that need, sketch or select a picture of the equipment, furniture, etc. that would meet that need. Have him/her explain, in writing, how the item selected would meet the need of his/her family.

D. Suggested Resources

1. Resource Persons
   a. Homemakers (both male and female)
2. Bulletin Board Suggestion
   a. "What Kind of Homemaker Will You Be?" page 248.
3. See complete reference list for Unit VI on pages 243-247.

II. The student will be able to determine the needs of three public institutions as to household maintenance and management.

A. Suggested Content

1. Job Titles

a. Household maintenance

(1) Appliance repairman
(2) Carpenter
(3) Chambermaid
(4) Custodian or janitor
(5) Drapery cleaner
(6) Gardener or groundkeeper
(7) Housecleaner
(8) Household worker
(9) Housekeeper

--boarding homes
--dormitories
--hospitals
--hotels
--institutions
--motels
--private homes
--public buildings

(10) Housekeeping aide
(11) Inspector or inspectress
(12) Laundry room manager
(13) Laundry room worker
(14) Maid
(15) Maintenance person

--equipment
--floors
--furnishings
--walls
--windows

(16) Painter
(17) Paper hanger
(18) Plumber
(19) Refinisher
(20) Refuse and sanitation worker
(21) Repairman
(22) Rug cleaner
(23) Sander
(24) Technician

--air conditioning
--heating

- (25) Upholstery cleaner
- (26) Window cleaner

b. Household management

- (1) Companion aide
- (2) Desk clerk
- (3) Executive housekeeper

  --dormitories
  --hospitals
  --hotels
  --institutions
  --motels
  --private homes
  --public buildings

- (4) Family financial advisor
- (5) Homemaker's aide
- (6) Housemother
- (7) Income manager
- (8) Manager

  --apartment houses
  --homemaking services
  --hospitals
  --hotels
  --laundry rooms
  --linen rooms
  --motels
  --service centers
- (9) Management aide
- (10) Receptionist
- (11) Realtor
- (12) Personal shopper
- (13) Substitute homemaker
- (14) Visiting homemaker

2. Sources of Jobs

- a. Apartment buildings
- b. Boarding houses
- c. Dormitories
- d. Fraternities and sororities
- e. Homemaking service
- f. Hospitals
- g. Hotels and motels
- h. Institutions
- i. Moving companies
- j. Private homes
- k. Public buildings
- l. Repair shops

  - (1) Electrical appliance
  - (2) Furnishings
  - (3) Furniture

m. Retail shops and stores

- (1) Appliance
- (2) Department
- (3) Drapery
- (4) Fabric
- (5) Floor covering
- (6) Florist
- (7) Furniture
- (8) Home furnishing
- (9) Household accessory
- (10) Interior decoration
- (11) Kitchen planning
- (12) Landscape
- (13) Novelty
- (14) Paint
- (15) Reupholstery
- (16) Rug
- (17) Sewing machine
- (18) Slipcover
- (19) Upholstery
- (20) Wallpaper

n. Retirement homes
o. Schools

- (1) Colleges
- (2) Private schools
- (3) Secondary schools
- (4) Universities

p. Service centers

3. Principal Duties and/or Tasks Performed

a. Household management

- (1) Supervise housekeeping personnel
- (2) Supervise the cleanliness, orderliness, state of repair, and sometimes the decoration of the following:

  --apartment houses
  --dormitories
  --hospitals
  --hotels
  --institutions
  --motels
  --private buildings
  --private homes

b. Household maintenance

- (1) Clean and maintain all types of buildings

- (2) Clean and maintain appliances, draperies, floors, furniture, slip covers, linens, rugs, walls and windows

        (3) Repair furnishings and appliances

4. Education

    a. See "Education Needed for Jobs in Housing and Home Management," page 249.

5. Personal Qualities

    a. See "Personal Qualities Needed for Jobs in Housing and Home Management," page 250.

6. Working Conditions and Benefits

    a. See "Working Conditions and Benefits for Jobs in Housing and Home Management," page 249.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Don't Monkey Around, Choose a Career in Household Maintenance and Management," page 251.

1. Using school and community resources, have the class members research the job opportunities available in household maintenance and management.

2. Using the information discovered in the above activity, ask the class to make a list and discuss the local job opportunities in this area.

3. Plan field trips, invite resource speakers, or have the students interview persons offering household maintenance and/or management services. The information to be gained on field trips, during interviews, or from resource speakers shall be determined by the class. See suggested resources on pages 224-225 for persons to interview, use as resource speakers, or places to take field trips.

4. Invite resource persons to talk to the class about job requirements and opportunities in this area. Include some of the following:

    a. Housekeeper or housekeeping aide from a hospital, a nursing home, a hotel, or a motel.

    b. Manager of a hotel, motel, hospital, nursing home, or a homemaker to discuss personal traits they desire in persons they hire for household assistants and housekeepers.

    c. Ask a utility company home economist or an appliance salesman to demonstrate house cleaning equipment such as vacuums, floor scrubbers, etc., and proper laundry procedures for household linens, etc. (The laundry techniques may be demonstrated by a film strip and may have already been covered in the clothing unit.)

   d. Ask an executive or an institutional cleaner to explain and/or demonstrate the organized team approach to cleaning a large building.

   e. Any of the workers who were suggested for student interviews may also be used as resource persons.

5. Lead a class discussion on the proper selection of techniques, tools, equipment and supplies for home and/or institutional cleaning.

6. Help the students decide the parts of the homes or institutions in which sanitation is very necessary.

7. Lead a brainstorming session to make a list of specific tasks people do to maintain owned or rented homes.

8. Demonstrate or have resource people demonstrate the correct equipment, supplies and techniques to use for each task.

or

Have students research and demonstrate the correct equipment, supplies and techniques to use for each task. The tasks may include some or all of the following:

a. Cleaning

    (1) Brass
    (2) Refrigerators
    (3) Rugs
    (4) Silver
    (5) Stoves
    (6) Windows and mirrors
    (7) Other items

b. Dusting

    (1) Draperies
    (2) Floors
    (3) Furniture
    (4) Walls
    (5) Other items

c. Handwashing dishes
d. Folding sheets and other household linen
e. Making a bed
f. Mopping a floor
g. Vacuuming

    (1) Draperies
    (2) Floors
    (3) Furniture
    (4) Lamp shades
    (5) Rugs
    (6) Walls

h. Waxing

    (1) Floor coverings
    (2) Furniture
    (3) Hard surface floors

9. Display household cleaning products or ask the students to collect labels from household cleaning products. Have class members read and interpret the meaning of the instructions on the labels. Compare the costs of a variety of products.

10. As a class project, have students prepare a cleaning kit which may be carried from room to room.

11. The students may want to assume the responsibility for thoroughly cleaning the teachers lounge, school office, etc.

12. Divide the class into small groups and ask each group to report their ideas to the class after a discussion of the following:

    a. The privileges they would expect if they were a household employee

    b. The service they would expect if they were an employer of a household worker

13. Working in small groups, have students formulate work contracts between household maintenance or management employees and their employers which include the following:

    a. Employee benefits
    b. Lunch breaks and other breaks
    c. Pay
    d. Privileges
    e. Working hours
    f. Other items

14. Have students role play situations between household maintenance or management employees and their employers. An example would be to have the employee watch TV instead of performing expected duties.

15. Ask each student to complete, as an assignment, one of the following individual activities:

    a. Select a specific job and read references, conduct interviews, observe workers, etc., to discover what the job entails. Make a complete oral report to the class.

    b. Plan and carry out a schedule for thoroughly cleaning your bedroom or some other room of the house. Report to the class on the following:

(1) Equipment used
(2) Learning experiences
(3) Methods of cleaning used
(4) Time spent

16. Following the field trips, interviews, resource persons, individual activities, and individual and class research, have the class enlarge their list of job opportunities in household management and maintenance available in the local community.

C. Suggested Evaluation

Note: The following is a list of suggested institutions to use in this evaluation:

a. Apartment houses
b. Dormitories
c. Hospitals
d. Hotels
e. Institutions
f. Manufacturing plants
g. Motels
h. Nursing homes
i. Public buildings
j. Restaurants
k. Retail businesses
l. Schools

1. Assign each student three of the institutions listed above. Ask them to list the following:

   a. One person who would normally be employed in each of these institutions doing household maintenance and/or management tasks

   b. At least three duties of each of these persons

   c. At least five items such as tools or supplies each person would use to fulfill their duties

D. Suggested Resources

1. Resource Persons

   a. Air conditioning technician
   b. Appliance repairman or salesman
   c. Carpenter
   d. Custodian or janitor
   e. Drapery cleaner
   f. Executive cleaner
   g. Floor sander

- h. Furniture repairman and/or refinisher
- i. Gardener and/or groundskeeper
- j. Heating technician
- k. Homemaker
- l. Hospital manager
- m. Hotel manager
- n. Household worker
- o. Housekeeper
- p. Housekeeper aide
- q. Institutional cleaner
- r. Landscape gardener
- s. Motel manager
- t. Nursing home manager
- u. Painter
- v. Paper hanger
- w. Plumber
- x. Rug cleaner
- y. Upholsterer
- z. Utility home economist

2. Additional Content

   - a. "Education Needed for Careers in Housing and Home Management," page 249.

   - b. "Personal Qualities Needed for Careers in Housing and Home Management," page 250.

   - c. "Working Conditions and Benefits for Careers in Housing and Home Management," page 249.

3. Bulletin Board Suggestion

   - a. "Don't Monkey Around, Choose a Career in Household Maintenance and Management," page 251.

4. Field Trips

   - a. Apartment houses
   - b. Dormitories
   - c. Hospitals
   - d. Hotels
   - e. Institutions
   - f. Motels
   - g. Nursing homes
   - h. Public buildings
   - i. Schools

5. See complete reference list for Unit II on pages 243-247.

III. The student will be able to produce a suitable decorative item for some room in his/her home.

A. Suggested Content

1. Job Titles

a. Furnishing service

(1) Accessory maker
(2) Antique dealer
(3) Appliance manufacturer
(4) Appliance serviceman
(5) Appraiser
(6) Assistant buyer
(7) Buyer
(8) Cabinetmaker
(9) Caner
(10) Carpet layer
(11) Clerk
(12) Consultant

--accessory
--drapery
--floral decoration
--furnishings
--landscape garden
--slipcover

(13) Demonstrator

--appliance
--equipment
--home furnishings

(14) Display man
(15) Drapery maker
(16) Drapery operator
(17) Drapery seamstress
(18) Estimator

--drapery
--slipcover
--upholstery

(19) Floor covering installer
(20) Floral designer
(21) Furniture constructor
(22) Furniture factory worker
(23) Furniture manufacturer
(24) Furniture mover
(25) Furniture refinisher
(26) Furniture repairman
(27) Head of stock

(28) Home furnishings coordinator
(29) Home furnishing counselor
(30) Home lighting advisor
(31) Mover
(32) Photographer
(33) Product tester
(34) Salesperson

--appliance
--curtain
--drapery
--fabric furnishing
--floor covering
--furniture
--garden shop
--home furnishing
--household accessory
--household equipment
--paint
--rug
--sewing machine
--wallpaper

(35) Sales promotion manager
(36) Second-hand furniture dealer
(37) Sewer
(38) Slip cover cutter
(39) Slip cover maker
(40) Stock clerk
(41) Technician

--air conditioning
--heating

(42) Textile buyer
(43) Trade apprentice
(44) Trimmer
(45) Upholsterer

b. Interior and exterior design

(1) Architect
(2) Building inspector
(3) Buyer

--accessory
--equipment
--fabric
--furnishing

(4) Carpenter
(5) Contractor
(6) Counselor

--decoration
--home design

    (7) Decorating consultant
    (8) Designer

        --accessory
        --appliance
        --fabric
        --furnishing
        --house

    (9) Draftsman
    (10) Electrician
    (11) Engineer

        --civil
        --electrical
        --mechanical
        --structural

    (12) Florist
    (13) Florist's assistant
    (14) Home furnishing consultant
    (15) Home furnishing coordinator
    (16) Home furnishing counselor
    (17) House planner
    (18) Interior decorator
    (19) Interior decorator's assistant
    (20) Interior designer
    (21) Interior designer's assistant
    (22) Kitchen designer
    (23) Kitchen planner
    (24) Landscape architect
    (25) Model maker
    (26) Teacher
    (27) Textile designer
    (28) Urban planner
    (29) Window dresser

2. Sources of Jobs

    a. Apartment buildings
    b. Architectural firms
    c. Builders and contractors
    d. Cooperative extension service
    e. Homemaking services
    f. Hotels and motels
    g. Institutions
    h. Interior and/or exterior design companies
    i. Magazines and newspapers
    j. Manufacturing industries

        (1) Appliance
        (2) Drapery
        (3) Furniture
        (4) Home furnishing
        (5) Household accessory
        (6) Transportation

- k. Public buildings
- l. Radio and television stations
- m. Real estate establishments
- n. Retail shops and stores

  - (1) Appliance
  - (2) Department
  - (3) Drapery
  - (4) Fabric
  - (5) Floor covering
  - (6) Florist
  - (7) Furniture
  - (8) Home furnishing
  - (9) Household accessory
  - (10) Interior decoration
  - (11) Kitchen planning
  - (12) Landscape
  - (13) Novelty
  - (14) Paint
  - (15) Reupholstery
  - (16) Rug
  - (17) Sewing machine
  - (18) Slipcover
  - (19) Upholstery
  - (20) Wallpaper

- p. Schools

  - (1) Colleges
  - (2) Private schools
  - (3) Secondary schools
  - (4) Universities

- q. Utility companies
- r. Workrooms

  - (1) Drapery
  - (2) Slipcover
  - (3) Upholstery

3. Principal Duties and/or Tasks Performed

   - a. Interior and exterior design

     - (1) Consult with and advise clients

     - (2) Design accessories, exteriors, fabrics, furnishings, furniture, homes, household items, interiors, landscapes, etc.

     - (3) Determine items and amounts needed by clients

     - (4) Estimate cost

(5) Plan and advise concerning the following:

--accessories
--equipment
--exterior decoration
--furnishings
--furniture
--homes
--interior decorations
--kitchens
--landscaping
--room arrangements

(6) Plan and construct room designs
(7) Prepare and place window displays
(8) Present plans to clients
(9) Supervise workers

b. Furnishing service

(1) Apply paint, varnish, lacquer or other liquid finishes to protect or decorate parts of finished manufactured items

(2) Assemble and sew bedspreads, curtains, draperies, pillows, slipcovers, etc.

(3) Assist customers in the selection of items

(4) Buy for retail establishments

(5) Choose household equipment

(6) Construct cabinets, floral designs, furniture, furnishings, etc.

(7) Consult with clients and/or customers

(8) Combine home accessories

(9) Cover walls and ceilings of rooms with wall coverings or paint

(10) Demonstrate appliances, equipment, and/or furnishings

(11) Determine type and amount of fabric, rugs, wallpaper, etc. that are needed

(12) Prepare and place window displays

(13) Repair and/or refinish furniture

(14) Select paints and finishes

(15) Sell, take payment, package, and make change

(16) Supervise workers.

4. Education

   a. See "Education Needed for Jobs in Housing and Home Management," page 249.

5. Personal qualities

   a. See "Personal Qualities Needed for Jobs in Housing and Home Management," page 250.

6. Working conditions and benefits

   a. See "Working Conditions and Benefits for Jobs in Housing and Home Management," page 249.

B. Suggested Teaching-Learning Activities

Note: See bulletin board suggestion "Are You Cut Out for a Career in Furnishing Service or Design?" page 252.

1. Have the students use available school and community resources to research the jobs that are available in furnishing services, exterior design and decoration and interior design and decoration.

2. Ask each student to complete and evaluate the "Occupations Scramble," pages 253-254.

3. Have the students brainstorm where some of the jobs they researched are available in the local community.

4. For the students to learn more about careers in exterior design, plan some of the following activities.

   a. Invite an architect or contractor to visit the class to

      (1) Show house plans he has drawn.
      (2) Explain tasks he performs.

   b. Take the class on field trips to different types of houses. (Some may be under construction.)

      (1) Apartment building
      (2) Duplex
      (3) Low income housing
      (4) Modular dwelling
      (5) Mobile home
      (6) One family home
      (7) Other available housing

   c. Following the field trip to the homes, have the class imagine all the employees who are necessary for the construction and maintenance of these homes.

d. Invite a landscape gardener to conduct a class tour of the school grounds and help students evaluate the need for landscaping and care.

or

Take a field trip to observe well-landscaped and properly kept grounds. Following the tour of the school grounds or the above field trip, the student may wish to plan a beautification project. (This could be coordinated with an agricultural class.)

e. Ask each student to sketch or write a poem or story about a house that nobody wanted. Then ask him to

   (1) Imagine that his ~~best~~ friend lived in this house.

   (2) Suggest the things that could be done to improve its function and looks.

   (3) Make a list of the people it would be necessary to employ to make these improvements.

4. For the students to learn more about careers as florist, florist helpers, etc., plan the following activities.

   a. Invite a resource person to demonstrate flower arrangement techniques.

   b. Encourage the students to practice making flower arrangements using real or artificial flowers.

or

Have the students make burlap flowers as a class project following these directions.

   (1) For each flower, form petals by shaping 5 pipe cleaners of the same color into petal shapes (tear drops) and twisting the ends together.

   (2) Apply glue to only one side of the pipe cleaner petals and arrange on scraps or burlap with the glue side down.

   (3) Allow to dry and then trim the burlap outside the pipe cleaners.

   (4) While the petals are drying make the centers by cutting a 2" x 4" oblong piece of burlap and ravelling one edge lengthwise leaving 1/2 inch from the other edge unravelled.

(5) Put glue on one side of the unravelled edge. Wind the long piece of fringed burlap around the end of a heavy piece of wire. (May cut straight pieces from coat hangers or straighten a coat hanger and cut it into two or three pieces.)

(6) Hold fringed burlap in place until the glue begins to set.

(7) Wind and stretch green florist's tape around the burlap and down over wire, overlapping each layer.

(8) Add the petals (made from pipe cleaners and burlap) around the fringed center, one at a time. Fasten petals to the stem (wire) with florist's tape.

(9) Continue adding petals and fastening with florist's tape until all five petals have been added.

(10) Make leaves by bending green pipe cleaner in the shape of leaves and glueing to green burlap. (Same process as for making the petals.)

(11) Fasten leaves on the stem, three inches below the petals, with florist's tape.

c. The students may wish to simulate a florist shop to sell the flower arrangements and the burlap flowers.

5. Have the students participate in some of the following class activities.

a. View the film "Report to Consumers."

b. Go on field trip to observe and hear descriptions of job tasks. (See suggested resources page 235.)

c. View a demonstration on the use and care of appliances. This may be given by an appliance salesman or a utility company home economist.

d. Listen to a talk by a resource person on a variety of kitchen arrangements given by a utility company home economist, an extension home economist, a home economics teacher, etc.

e. Evaluate your home kitchen.

f. Role play one or more of the following:

(1) An appliance demonstration
(2) Selling a household appliance
(3) Selling a piece of furniture

g. Listen to a representative of a vocational school or an industrial arts teacher discuss and/or demonstrate some simple home repairs.

h. Make some simple home repairs such as the following:

(1) Improve a piece of furniture
(2) Repair an electrical cord
(3) Clean an electric iron
(4) Others

6. Plan to have the students interview, or invite as resource persons, representatives of some of the businesses which were suggested as field trip destinations, page 236. (Be sure to include at least the ones representing the careers in which the students seem most interested.)

7. In order for the students to learn more about careers in interior design plan some of the following activities.

a. Show some films and/or filmstrips on color and room arrangement, see reference list page 247.

b. Invite an interior designer, interior decorator, extension specialist, home economics teacher, representative of a home furnishing center, etc., to discuss opportunities for employment in interior design.

c. Take the class to the following places to observe and examine displays of home furnishings, model rooms, etc.

(1) Interior decoration shop
(2) Department store that employs a decorator
(3) Kitchen planning center (A home center of a lumber or hardware company may be the nearest thing you have available.)

d. After showing films on color and room arrangements have the students complete some of the following activities:

(1) Make an artistic arrangement of various materials which could be used to decorate a home
(2) Experiment with arrangements of five different shapes, working as if you were arranging picture groupings
(3) Use toy furniture, furniture models, or paper cut-outs to practice arranging furniture in a room.
(4) Look at colored pictures of rooms. Analyze these rooms for color combination, function, care of furnishings, room arrangement, etc.

e. Ask the students to work in pairs. Have one student act as a designer and one as an advertiser. Have them select a need some home might have. The designer should sketch some item to meet that need (furniture, appliance, etc.) The advertiser should develop an advertisement that will connect the need and the item in the mind of the consumer who has the need. The students may refer to advertisements in newspapers and magazines for ideas.

C. Suggested Evaluation

1. Make available time and materials so that each student may make or decorate an item for his/her home. He/she should be evaluated on the quality of the product, and his/her explanation of the reason for choosing this particular item and the colors used.

D. Suggested Resources

1. Resource Persons

   a. Architect
   b. Appliance salesman
   c. Contractor
   d. Extension specialist
   e. Extension home economist
   f. Florist
   g. Home economics teacher
   h. Industrial arts teacher
   i. Interior decorator
   j. Interior designer
   k. Landscape gardner
   l. Representative of home furnishing center
   m. Representative of vocational school
   n. Utility company representative

2. Additional Content

   a. "Education Needed for Careers in Housing and Home Management," page 249.

   b. "Personal Qualities Needed for Careers in Housing and Home Management," page 250.

   c. "Working Conditions and Benefits for Careers in Housing and Home Management," page 249.

3. Bulletin Board Suggestions

   a. "Are You Cut Out for a Career in Furnishing Service or Design?" page 252.

4. Field Trips

   a. Antique shop
   b. Appliance store (may see a demonstration on the use and care of appliances)
   c. Appliance manufacturer
   d. Cabinetmaker's shop
   e. Department store's decorating department
   f. Drapery and/or slipcover shop
   g. Florist shop
   h. Furniture factory
   i. Furniture moving establishment
   j. Furniture repair and/or refinishing shop
   k. Furniture store
   l. Home furnishing area of a department store
   m. Home planning center
   n. Housewares department
   o. Home center of a lumber yard
   p. Home furnishing planning center
   q. Interior decoration shop
   r. Kitchen planning center
   s. Landscape garden shop
   t. Paint store
   u. Upholstery shop
   v. Wallpaper store

5. Student Material

   a. "Occupations Scramble," pages 253-254.

IV. The student will be able to simulate a data sheet on an imaginary professional in the area of housing and home management.

A. Suggested Content

1. Job Titles

    a. Administrator
    b. Advertising executive
    c. Buyer
    d. Counselor
    e. Decorating consultant, coordinator, or counselor
    f. Demonstrator
    g. Designer
    h. Educational staff of a large company
    i. Equipment home economist
    j. Extension specialist
    k. Home economist in business
    l. Home economist in research

        (1) Product comparative analysis
        (2) Product evaluation
        (3) Product testing

    m. Home lighting advisor
    n. Interior decorator
    o. Interior designer
    p. Journalist
    q. Lecturer
    r. Photographer
    s. Radio home economist
    t. Representative of equipment or furnishing company
    u. Researcher
    v. Teacher
    w. TV home economist
    x. Utility company home service director
    y. Writer

        (1) Consumer magazines
        (2) Newspapers
        (3) Trade magazines

2. Sources of Jobs

    a. Architectural firms
    b. Builders and contractors
    c. Cooperative extension service
    d. Government agencies
    e. Magazines and newspapers
    f. Manufacturing industries

    - (1) Appliance
    - (2) Drapery
    - (3) Furniture
    - (4) Home furnishing
    - (5) Household accessory
    - (6) Transportation

  - g. Radio and television stations
  - h. Real estate establishments
  - i. Retail stores

    - (1) Appliance
    - (2) Department
    - (3) Drapery
    - (4) Fabric
    - (5) Floor covering
    - (6) Florist
    - (7) Furniture
    - (8) Home furnishings
    - (9) Household accessory
    - (10) Interior decoration
    - (11) Kitchen planning
    - (12) Landscape
    - (13) Novelty
    - (14) Paint
    - (15) Reupholstery
    - (16) Rug
    - (17) Sewing machine
    - (18) Slipcover
    - (19) Upholstery
    - (20) Wallpaper

  - j. Schools

    - (1) Colleges
    - (2) Private schools
    - (3) Secondary schools
    - (4) Universities

  - k. Utility companies

3. Principal Duties and/or Tasks Performed

  - a. Advise
  - b. Advertise
  - c. Analyze
  - d. Buy
  - e. Communicate
  - f. Consult
  - g. Counsel
  - h. Demonstrate
  - i. Design
  - j. Direct
  - k. Distribute
  - l. Evaluate

    m. Lecture
    n. Manage
    o. Photograph
    p. Produce
    q. Research
    s. Test
    t. Train
    u. Write

Suggested Teaching-Learning Activities

1. Plan additional activities for the students who show interest in becoming a professional in this area.

2. These students will probably be interested in doing more than their share of the interviewing of resource persons and report their findings to class.

3. Ask each of these students to

    a. Determine what professional careers are possible in this area.
    b. Choose a specific professional career and research it in more detail.

4. Let this group compose a skit which dramatizes various professional careers in this area, or let this group prepare a bulletin board or poster in the form of a graph which indicates salary scales, educational requirements, etc. of various professional home economics occupations in this area.

5. Help these students find professional home economists whose jobs relate to this area, and arrange for the students to meet these professionals.

6. Provide additional references for these students.

C. Suggested Evaluation

1. Have each student prepare a data sheet which would be used to apply for a specific job by an imaginary professional in the area of housing and home management. This should include the following:

    a. Personal data
    b. Education
    c. Activities and awards
    d. Experience record
    e. References

D. Suggested Resources

1. See complete reference list for Unit VI on pages 243-247.

SUPPORTIVE MATERIALS

UNIT VI

REFERENCE LIST FOR UNIT SIX

Books

1. Careers in Home Economics by Ruth Hoeflin, The Macmillan Company.
2. The Correct Maid for Hotels and Motels by William B. Pfeiffer and Walter O. Voegela, Hayden Book Company.
3. A Definitive Study of Your Future in Interior Design by Michael Greer, Milady Publishing Company.
4. Dictionary of Occupational Titles, Department of Labor, Superintendent of Documents.
5. Encyclopedia of Careers, Vol. I, "Planning Your Career" by William E. Hopke, Doubleday and Company.
6. Encyclopedia of Careers, Vol. II, "Careers and Occupations" by William E. Hopke, Doubleday and Company.
7. Exciting Careers for Home Economists by Lila Spencer, Simon and Schuster, Incorporated.
8. Exploring Home and Family Living by Henrietta Fleck, Louise Fernandez and Elizabeth Munves, Ch. 22, Prentice-Hall Incorporated.
9. Focus and Promise of Home Economics: A Family Oriented Prospective by Selma F. Lippeatt and Helen I. Brown, The Macmillan Company.
10. Future Jobs for High School Girls, Women's Bureau, U.S. Department of Labor.
11. Futures for Home Economists by Theresa R. Humphreyville, Prentice-Hall.
12. Girls and Their Future by Marguerite W. Zapoleon, Science Research Associates.
13. Guide for Today's Home Living by Hazel M. Hatcher and Mildred E. Andrews, Ch. 19, D. C. Heath Company.
14. A Guide to Cleaning House by B. L. Balentine, Friends Neighborhood House.
15. Handbook of Job Facts by Norman L. Thiemann, Science Research Associates, $4.85.
16. Handbook of Women Workers, Women's Bureau, U. S. Department of Labor.
17. Home Economics as a Profession by Mildred Tate, McGraw-Hill.

18. *Home Economics Careers and Homemaking* by Olive Hall, John Wiley and Sons.

19. *Home Economics Careers for You* by Vera Phillips, Harper and Row.

20. *Homemaking for Teenagers*, Book I by Irene E. McDermott and Florence W. Nicholas, Chs. 3 and 4, Charles A. Bennett Company.

21. *Homemaking for Teenagers*, Book II by Irene McDermott, Jeanne L. Norris and Florence W. Nicholas, Chs. 10 and 15, Charles A. Bennett Company.

22. *Home Management Is*... by Ester C. Bratton, Ch. 2, Ginn and Company.

23. *Homes Today and Tomorrow* by Ruth F. Sherwood, Ch. 18, Charles A. Bennett Company.

24. *Housekeeping for Hotels, Motels, Hospitals, Clubs and Schools* by Grace H. Brigham, Ahrens Publishing Company.

25. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Vital Statistics.

26. *Occupations and Careers* by Norman S. Feingold and Sol Swerdloff, Webster Division, McGraw-Hill Book Company.

27. *Personal Perspectives* by Beatrice Paolucci, Theodora Faiola and Patricia Thompson, 1973, Chs. 17-21. McGraw-Hill Book Company.

28. *Steps in Home Living* by Florence M. Reiff, 1971, Ch. 5, Bennett Book Company.

29. *Teen Guide to Homemaking* by Marion S. Barclay, Frances Champion, Jeanne H. Brinkley, and Kathleen W. Funderburk, Ch. 5, McGraw-Hill Book Company.

30. *Teen Horizons* by Dora S. Lewis, Anna K. Banks and Marie Banks, Ch. 26, The Macmillan Company.

31. *Textiles for Home and People* by Margil Vanderhoff, Lavina Frank and Lucille Campbell, Ch. 31, Ginn and Company.

32. *Your Career in Selling* by Robert A. Liston, Julian Messner Incorporated.

33. *Your Future as a Home Economist* by Jeanne Paris, Arco-Rosen Career Guidance Series, Arco Publishing Company, $1.95.

34. *Your Future in Hotel Management* by Roger P. Sonnabend, Arco Publishing Co., $1.95.

35. *Your Future in Interior Design* by Michael Greer, Arco-Rosen Career Guidance Series, Arco Publishing Company, $1.95.

Booklets, Leaflets, Pamphlets

1. "A Clean Bathroom for a Clean House," U.S. Government Printing Office.
2. "A House Is to Live In," Bissell Home Service Institute.
3. "A Job/Career Story," Future Homemakers of America (50¢.)
4. "A Modern Program for Complete Carpet Maintenance," Advance Floor Machine Company.
5. "Apprenticeship Training," The Painting and Decorating Contractors of America.
6. "Better Washroom Maintenance," S.C. Johnson and Son.
7. "Cabinetmaker," Bureau of Research and Statistics (Free.)
8. "Careers in Home Economics," American Home Economics Association.
9. "Career Opportunities in Hotel-Motel Management," American Hotel and Motel Association.
10. "Custodians," Chronicle Guidance Publications.
11. "Easy Living," S.C. Johnson and Son, Inc. (Set of booklets on care of furniture, floors, etc.)
12. "Employment Outlook for Household Workers," Bulletin No. 1550-41, U.S. Department of Labor, Bureau of Vital Statistics.
13. "Floral Designing as a Career," Rittners School (Free.)
14. "Furniture Care," S.C. Johnson and Son, Inc.
15. "Futures Unlimited in Executive Housekeeping," National Executive Housekeepers Association, Inc.
16. "Homemaker Service in Maternal and Child Health Programs," U.S. Department of Health, Education and Welfare.
17. "The Homemaker's Assistant," U.S. Government Printing Office.
18. "Homemaker Services in Public Welfare," U.S. Department of Health, Education and Welfare.
19. "Hotel and Motel Workers," Science Research Association.
20. "Household Employment," American Hotel and Motel Association.
21. "In Choosing a Career, Consider Executive Housekeeping," National Executive Housekeepers Association.
22. "Invitation to Achievement - Your Career in Management," American Management Association (Single copy free.)

23. "It's Easy to Care for Your Carpets and Rugs," American Carpet Institute, Inc.

24. "Job Guides for Young Workers," U.S. Department of Health, Education and Welfare, 1969-70 edition.

25. "Johnson Wax Modern Building Maintenance Handbook," S.C. Johnson and Son.

26. "Management Aide in Low Rent Public Housing Projects," U.S. Department of Health, Education and Welfare.

27. "Opportunity," The Painting and Decorating Contractors of America.

28. "Opportunities for You in the Florist Industry," Society of American Florist (Free.)

29. "Opportunities in Selling," Council on Opportunities in Selling, Inc. (Single copy free.)

30. "The Salesman: Ambassador of Progress," Sales and Marketing Executives International (Single copy free.)

31. "Sanitary Maintenance in Hospitals," White Mop Wringer Company.

32. "Should You Be a Home Economist?" New York Life Insurance Company.

33. "Simplified Housekeeping Directions for Homemakers," U.S. Government Printing Office.

34. "Twelve Statements Describing Different Types of Homemaker Services," U.S. Department of Health, Education and Welfare.

35. "Twenty-five Technical Careers You Can Learn in Two Years or Less," U.S. Department of Health, Education and Welfare (Free.)

36. "Upholsters," Science Research Associates.

37. "The Visiting Homemaker," U.S. Government Printing Office.

38. "Will Hotel-Motel Be Your Career?" American Hotel and Motel Assoc.

39. "Your Career in Art," Philadelphia College of Art (Free with self addressed and stamped enveloped.)

40. "Your Career in the Hotel-Motel Industry," American Hotel and Motel Association.

41. "Your Opportunity as a Professional Flooring Craftsman," Armstrong Cork Company (free.)

Film

1. "Report to Consumers," #4564, Modern Talking Pictures (28 min., color.)
2. "Turn On With Color," #4432, Modern Talking Pictures.
3. "Wall to Wall Decorating," #2894, Modern Talking Pictures (14 1/2 min., color.)

Filmstrip

1. "Beauty in the Home," Homes Are for People Series, No. 82303, J.C. Penny Company.

Games

1. See Appendix pages 257-8 for games which may be adapted for this unit.

Miscellaneous

1. "Career Exploratory Kit," Careers Inc. ($75.00.)
2. "Careers in Home Economics," J. Weston Walch, (Commercial Folder $2.50.)
3. "Occupational Exploration Kit," Science Research Associates ($107.50.)
4. Career pamphlets may be ordered from National Executive Housekeepers Association and American Textile Manufacturing Institute.
5. For a directory of schools covering all phases of hotel and motel occupations, write to the Council on Hotel, Restaurant and Institutional Education.

Slides

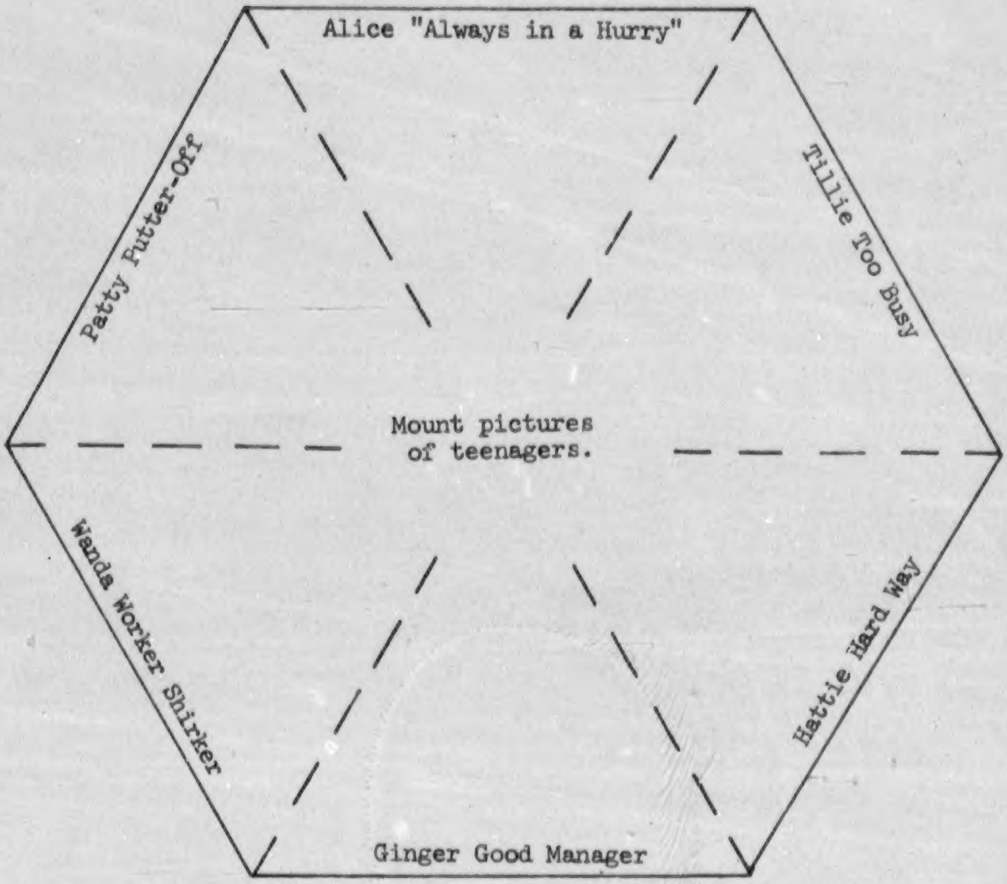
1. "Careers in Home Furnishings," Fairchild Visuals.

Tapes

1. "Room Clerk," International Teaching Tapes.

Addresses of publishers and distributors can be found in the Appendix.

WHAT KIND OF HOMEMAKER WILL YOU BE?


Alice "Always in a Hurry"
Tillie Too Busy
Hattie Hard Way
Ginger Good Manager
Wanda Worker Shirker
Patty Putter-Off
Mount pictures of teenagers.

1. Patty Putter-Offer--who puts off daily cleaning as long as she can and then never has time to do it well.

2. Alice "Always in a Hurry"--who rushes around trying to do so much decorating she seldom has time to do anything right.

3. Tillie Too Busy--who is always too busy to do things she would really like to do, such as household crafts.

4. Wanda Work Shirker--who finds a great many ways of getting out of her share of housekeeping.

5. Hattie Hard Way--who makes such hard work of everything because she knows no better way.

6. Ginger Good Manager--who gets things done she needs and wants most and enjoys doing them.

Adapted from "Creative
Bulletin Board Ideas,"
Morehead State University.

EDUCATION NEEDED FOR CAREERS IN HOUSING AND HOME MANAGEMENT

1. High school graduates are preferred for all jobs and required for most.

2. Some jobs prefer or require college graduates.

3. High school subjects which will provide a good background include the following:

    --Art
    --Blueprint reading
    --Business subjects
    --Home economics or special interest courses
    --Journalism
    --Mathematics
    --Special occupational courses
    --Woodworking
    --Upholstering

4. Post high school training available

    --Adult education programs
    --Apprenticeship training
    --College or university training
    --Company training programs
    --On-the-job training
    --Specialized training at a trade or vocational school

WORKING CONDITIONS AND BENEFITS FOR CAREERS IN HOUSING AND HOME MANAGEMENT

1. There is usually adequate space and adequate staff.

2. In some jobs tips supplement the wages earned.

3. Necessary equipment is furnished.

4. Many employees are permitted to purchase merchandise at 10-20% discount.

5. Normal week is 40 hours.

6. There are usually well lighted, ventilated, and attractive rooms or offices.

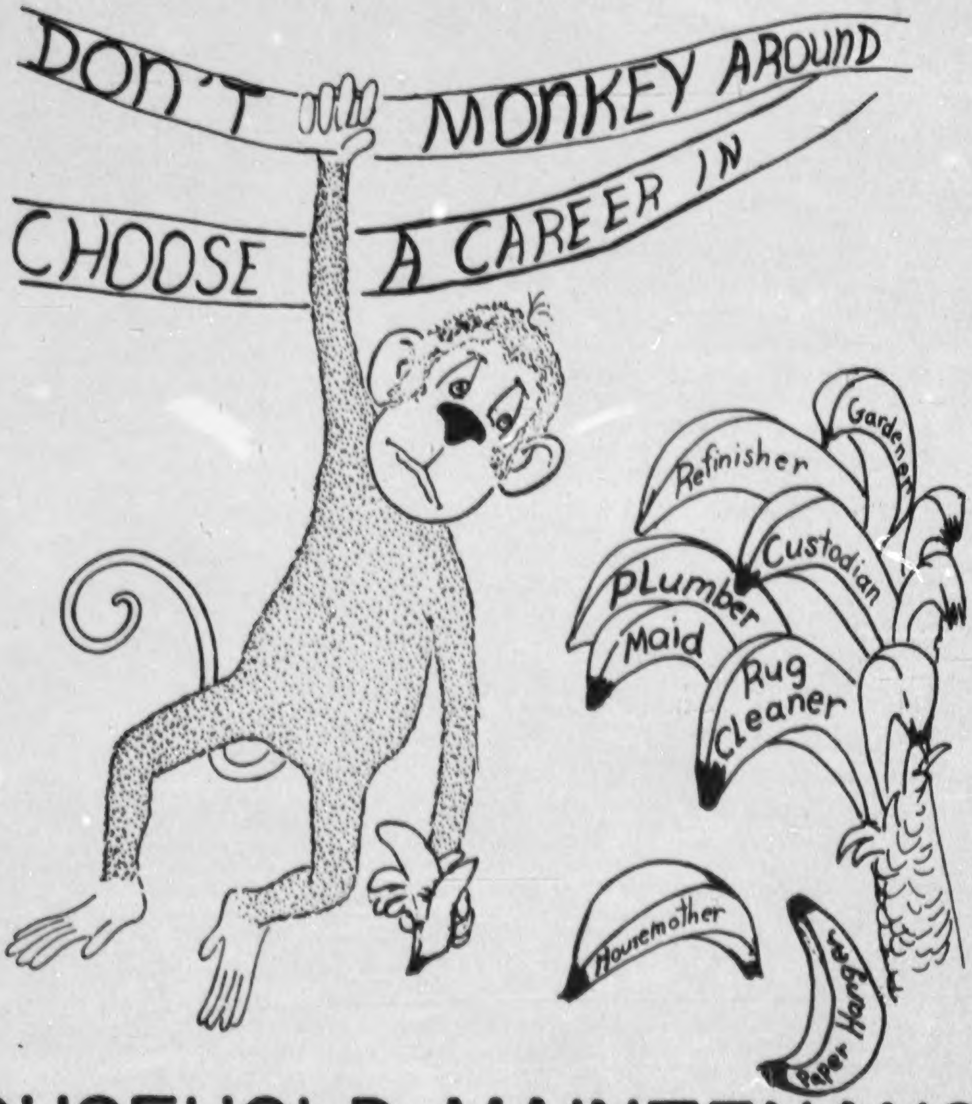
7. Work rooms may be noisy where machines are in operation.

PERSONAL QUALITIES NEEDED FOR CAREERS IN HOUSING AND HOME MANAGEMENT

1. Ability to:

    --Calculate
    --Do painstaking and routine work rapidly
    --Do similar tasks all day long
    --Follow directions
    --Get along with others
    --Give attention to details
    --Measure
    --Observe and organize
    --Remember details
    --Understand simple mechanical devices
    --Visualize finished products

2. Aptitude for working with power and hand tools
3. Artistic aptitude
4. Average vision and color perception
5. Creativity
6. Dependability
7. Determination
8. Emotional stability
9. General good health
10. Good grooming
11. Honesty
12. Imagination
13. Industriousness
14. Initiative
15. Interest in serving the needs of people
16. Interest in style and trends in furnishing
17. Interest in working with the hands
18. Knowledge of color harmony
19. Manual dexterity
20. Neatness
21. Patience
22. Perseverance
23. Physical stamina
24. Resourcefulness
25. Sense of humor
26. Tact


DON'T MONKEY AROUND
CHOOSE A CAREER IN
Refinisher
Gardener
Custodian
Plumber
Maid
Rug Cleaner
Housemother
Paper Hanger

HOUSEHOLD MAINTENANCE
OR
MANAGEMENT

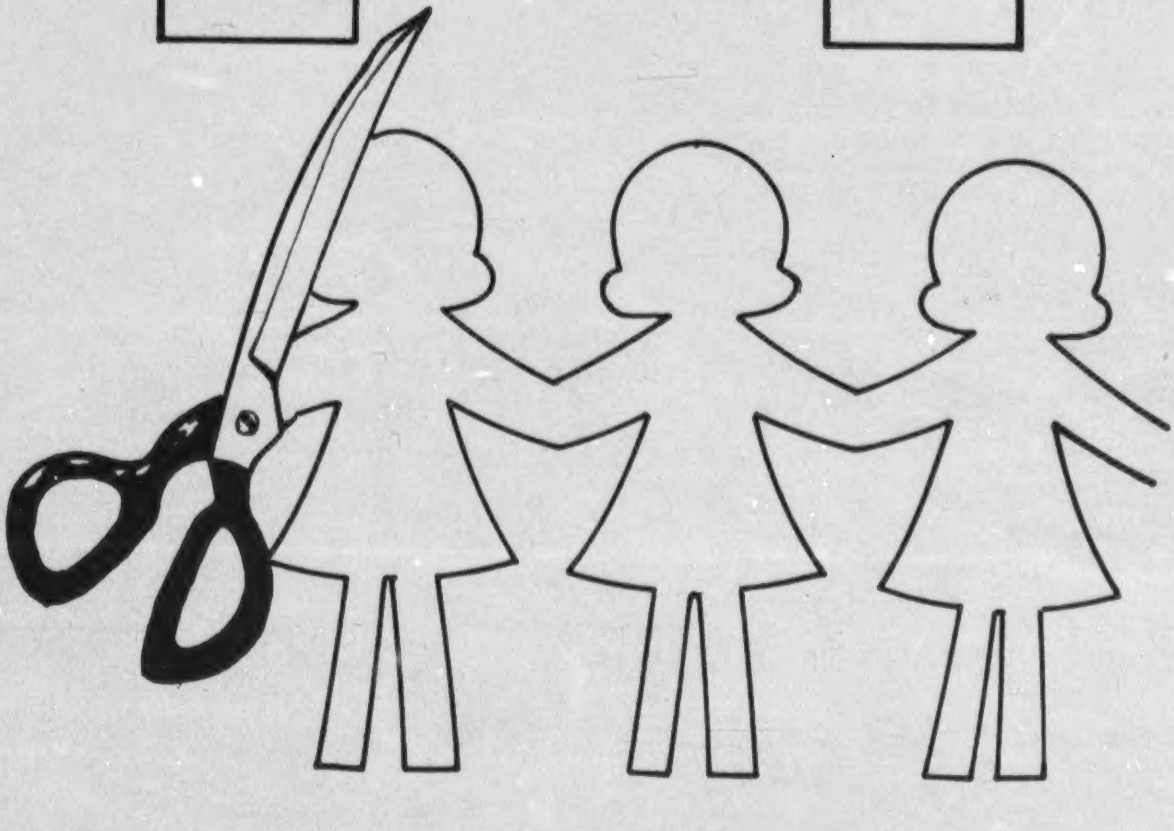
ARE YOU CUT OUT FOR A CAREER IN FURNISHING SERVICE OR DESIGN?

Pictures

of

Related

Careers



S.STATZER. CURR. DEVEL. CNTR. UK. 1977 #12

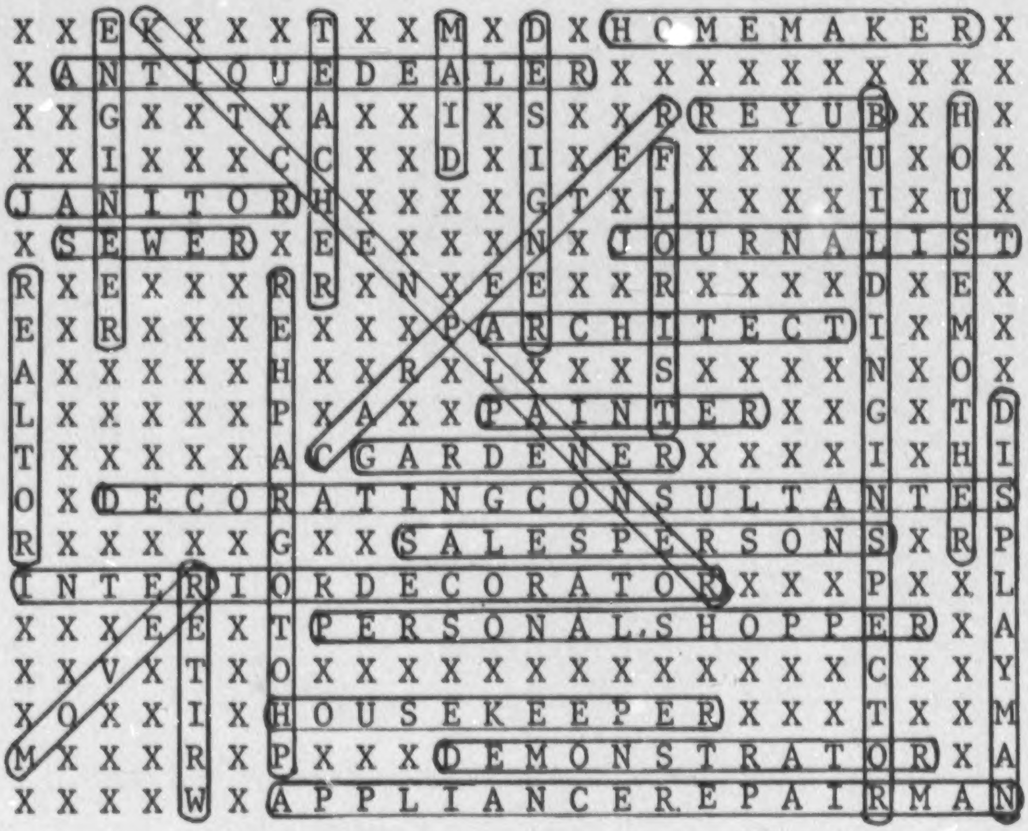
OCCUPATIONS SCRAMBLE

In the scrambled letters below are 30 jobs of people employed in housing and home management occupations. See how many you can find.

```
X X E K X X X T X X M X D X H O M E M A K E R X
X A N T I Q U E D E A L E R X X X X X X X X X X
X X G X X T X A X X I X S X X R R E Y U B X H X
X X I X X X C C X X D X I X E F X X X X U X O X
J A N I T O R H X X X X G T X L X X X X I X U X
X S E W E R X E E X X X N X J O U R N A L I S T
R X E X X X R R X N X E E X X R X X X X D X E X
E X R X X X E X X X P A R C H I T E C T I X M X
A X X X X X H X X R X L X X X S X X X X N X O X
L X X X X X P X A X X P A I N T E R X X G X T D
T X X X X X A C G A R D E N E R X X X X I X H I
O X D E C O R A T I N G C O N S U L T A N T E S
R X X X X X G X X S A L E S P E R S O N S X R P
I N T E R I O R D E C O R A T O R X X X P X X L
X X X E E X T P E R S O N A L S H O P P E R X A
X X V X T X O X X X X X X X X X X X X X C X X Y
X O X X I X H O U S E K E E P E R X X X T X X M
M X X X R X P X X X D E M O N S T R A T O R X A
X X X X W X A P P L I A N C E R E P A I R M A N
```

OCCUPATIONS SCRAMBLE
KEY

In the scrambled letters below are 30 jobs of people employed in housing and home management occupations. See how many you can find.



```
X X E K X X X T X X M X D X H O M E M A K E R X
X A N T I Q U E D E A L E R X X X X X X X X X X
X X G X X T X A X X I X S X X R R E Y U B X H X
X X I X X X C C X X D X I X E F X X X X U X O X
J A N I T O R H X X X X G T X L X X X X I X U X
X S E W E R X E E X X X N X J O U R N A L I S T
R X E X X X R R X N X E E X X R X X X X D X E X
E X R X X X E X X X P A R C H I T E C T I X M X
A X X X X X H X X R X L X X X S X X X X N X O X
L X X X X X P X A X X P A I N T E R X X G X T D
T X X X X X A C G A R D E N E R X X X X I X H I
O X D E C O R A T I N G C O N S U L T A N T E S
R X X X X X G X X S A L E S P E R S O N S X R P
I N T E R I O R D E C O R A T O R X X X P X X L
X X X E E X T P E R S O N A L S H O P P E R X A
X X V X T X O X X X X X X X X X X X X X C X X Y
X O X X I X H O U S E K E E P E R X X X T X X M
M X X X R X P X X X D E M O N S T R A T O R X A
X X X X W X A P P L I A N C E R E P A I R M A N
```

APPENDIX

GAME SUGGESTIONS

The following games may be used in any or all units of this guide.

1. Matching Jobs

   Prepare slips of paper of different colors. On three slips of paper the same color, write the name of a job. Each student must find the other two persons who have a slip the same color as his. In five minutes the three should be ready to role play or describe persons who have the job mentioned on the slip. Each person in the group participates by telling a different aspect of the job, sharing advantages or disadvantages, etc. Groups will draw numbers for the order of the presentations.

2. Grab Bag

   Prepare a grab bag of jobs related to a specific area of home economics or related occupations. Have students draw a job and describe it to the class.

3. Career Charades

   Have each class member silently act out some task involved in a specific job. The other class members will guess what job is being dramatized.

4. What's My Line?

   Have the class choose a panel of four class members. The teacher will act as moderator. Each class member will secretly select a career in the area of home economics you are studying. Only the student and the teacher will know the name of the career. The panel members will, in turn, ask questions that may be answered by yes or no. Each game will continue until the panel has received ten no answers from the participant or guessed the name of the career.

5. Password

   Have each student secretly select a word which refers to a specific job area. By suggesting other words, he tries to get his partner to guess the word he has in mind. All the class members will know the word except the partner who is trying to guess.

6. My Solution Is.....

   Prepare a set of cards. The set will consist of one card for each class member. Prepare a problem situation, pertaining to jobs in a specific area of home economics or related occupations, for each card. Shuffle and "deal" the cards. Ask each student to read aloud the problem situation on his card and give his solution to the problem.

7. "Occupational Cutups"

Prepare a set of cards. The set will consist of one card for each two class members. Place on each card a job description for some home economics occupation. Cut each card in two sections, using a variety of ways to cut them. Have each student draw one-half of a card and find his partner who has the other one-half of the card. The partners should be given a few minutes to make preparations before dramatizing the occupation found on their card.

8. Baseball

Play baseball to determine how much students have learned about job opportunities in a given area of home economics. Divide the class into two teams. Draw a diamond on the chalk board and use it to keep account of where the runners are. Each team makes up a group of questions to "hurl" at pitchers on the opposing team. The pitcher asks the questions of opposing team members when it is their turn to "bat". A correct answer allows the team member to advance one base. An incorrect answer is a "strike-out". A run is scored when a team member progresses through the bases to home plate. After three outs (or fewer if the game gets long) the opposite team comes to bat.

9. Night Letter

Divide the class into small groups with six or eight students in each group. Each small group will divide themselves in half, with half of each group composing a "telegram" asking advice concerning a job in some area of home economics or related occupations. The other half of the group answer the question by a "night letter" of not more than fifty words. Both the question and the answer should be read to the class to stimulate discussion.

10. Tic Tac Toe

Divide class into two groups. Assign X's to one group and O's to the other group. The group selects the block in which its letter will be placed. Individual students answer true and false questions to earn a mark for their group. The first group with 3 in a row wins.

MAJOR PROJECT EVALUATION SHEET

	Superior	Average	Fair	Poor
	+3	+2	+1	0
1. Attitude and Cooperation				
2. Care and Use of Equipment				
3. Followed Direction of Superiors				
4. Assumed Responsibility				
5. Attended to Assigned Position				
6. Relationship with Fellow Workers				
7. Knowledge of Assumed Position				
8. Quality of Production				

20 - 24 Excellent	(A)
16 - 20 Good	(B)
11 - 16 Average	(C)
6 - 10 Poor	(D)
below 6 Very Poor	(F)

INDIVIDUAL PROJECT EVALUATION SHEET

	+5	+4	+3	+2	+1	0
1. Attractive Product						
2. Color Appropriate to Product						
3. Neatly Finished						
4. Constructed of Suitable Materials						
5. Easily Produced in Mass						
6. Reasonably Priced						
7. Saleable						

30 - 35 Excellent
25 - 29 Good
20 - 24 Average
15 - 19 Poor
10 - 14 Very Poor

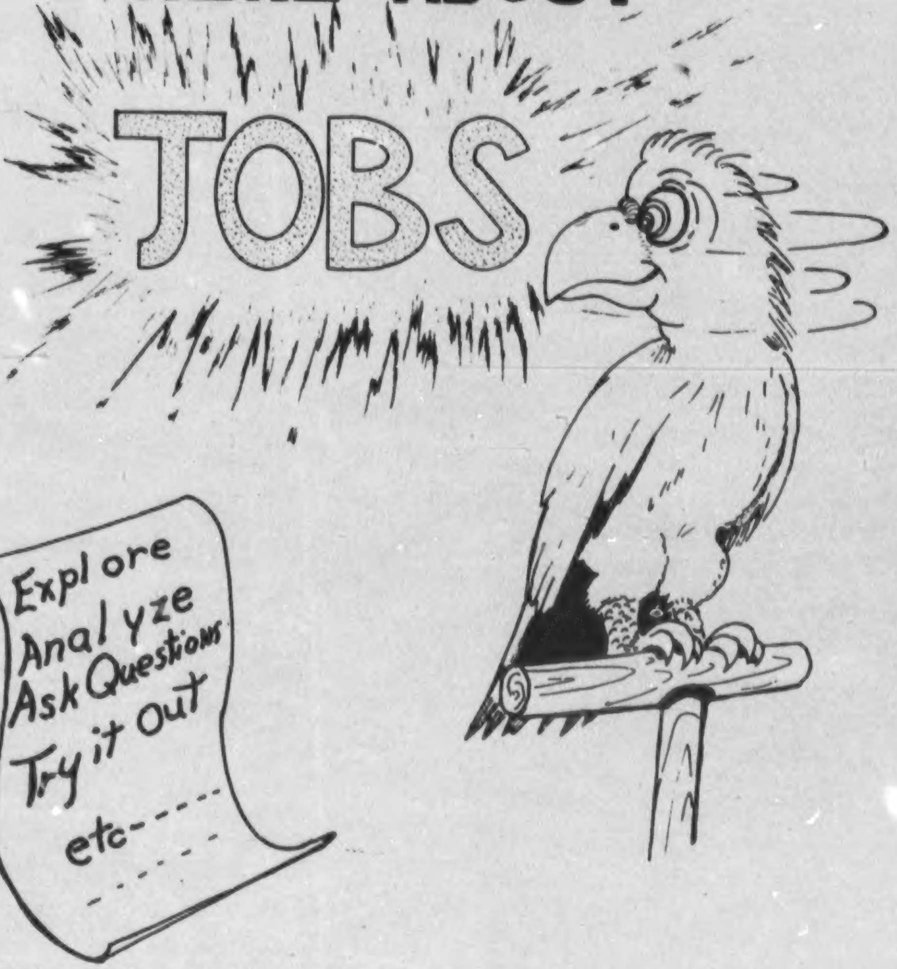
Be "Thumbody"!

Plan A

Career

IN HOME ECONOMICS

DON'T BELIEVE EVERYTHING YOU HERE ABOUT


JOBS
Explore
Analyze
Ask Questions
Try it out
etc-----

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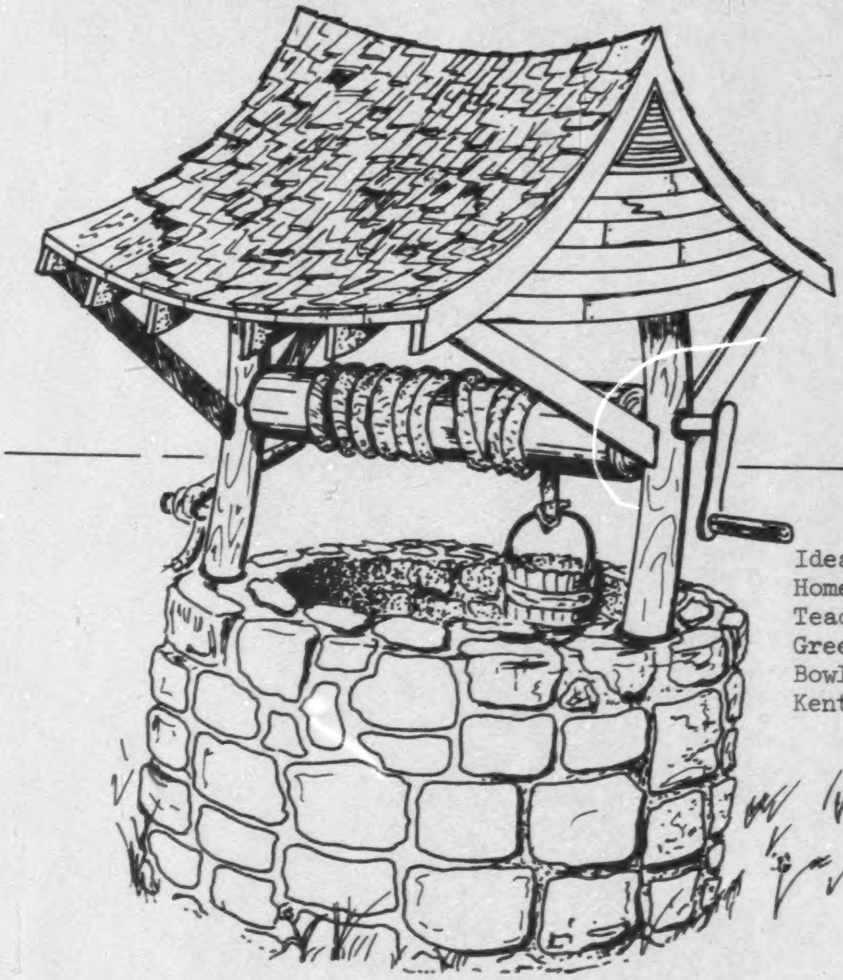
HOME ECONOMICS-A CAREER THAT NEVER RUNS DRY



Idea contributed by
Home Economics
Teachers, Bowling
Green Jr. High,
Bowling Green,
Kentucky.

Put names of
different careers
on each stone.

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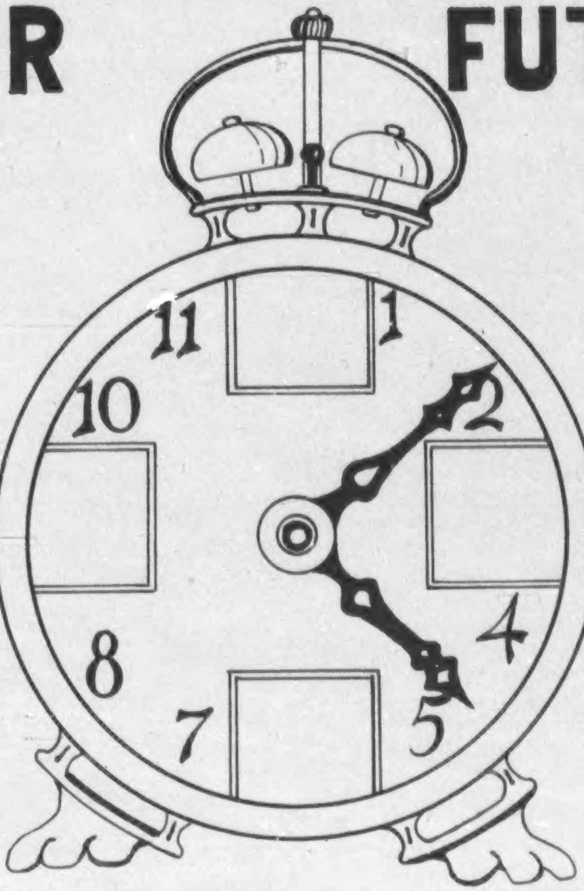
ITS TIME TO START THINKING ABOUT YOUR FUTURE



Insert, in
squares,
pictures of
related careers.

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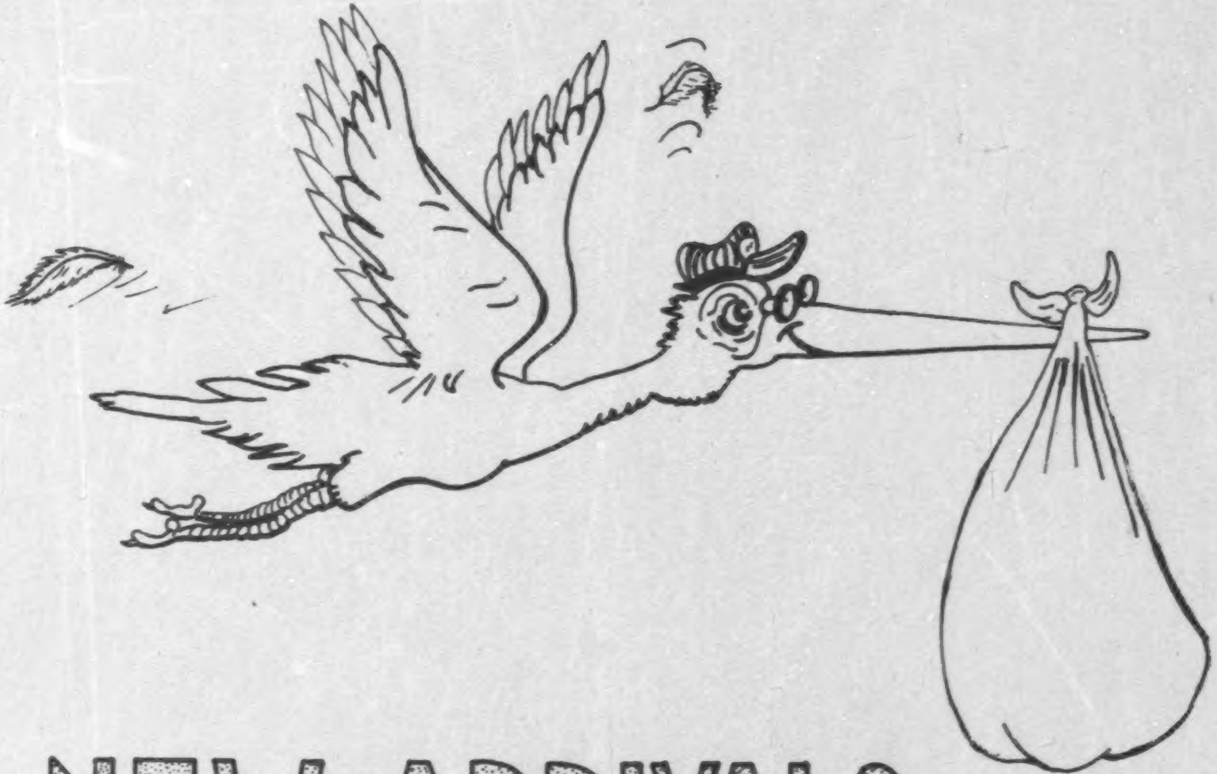

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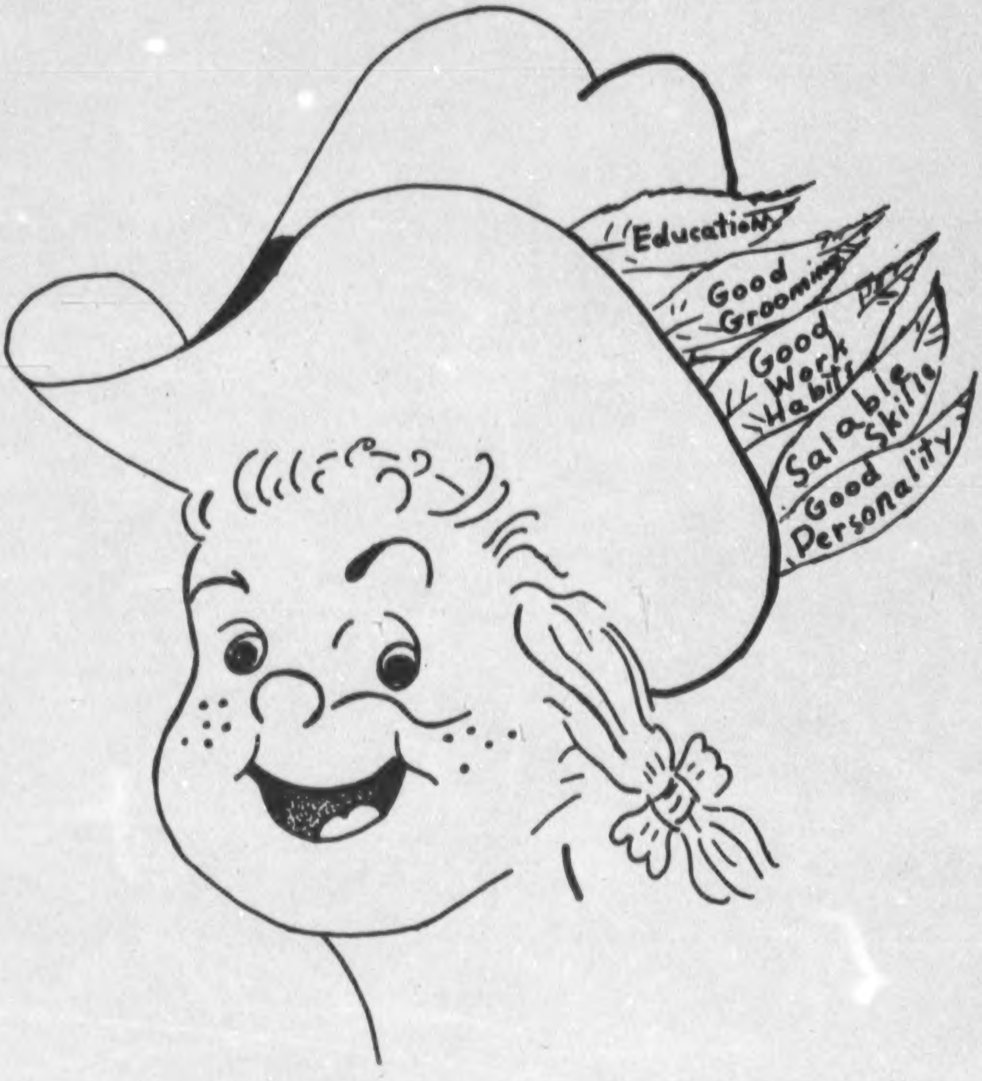
NEW ARRIVALS

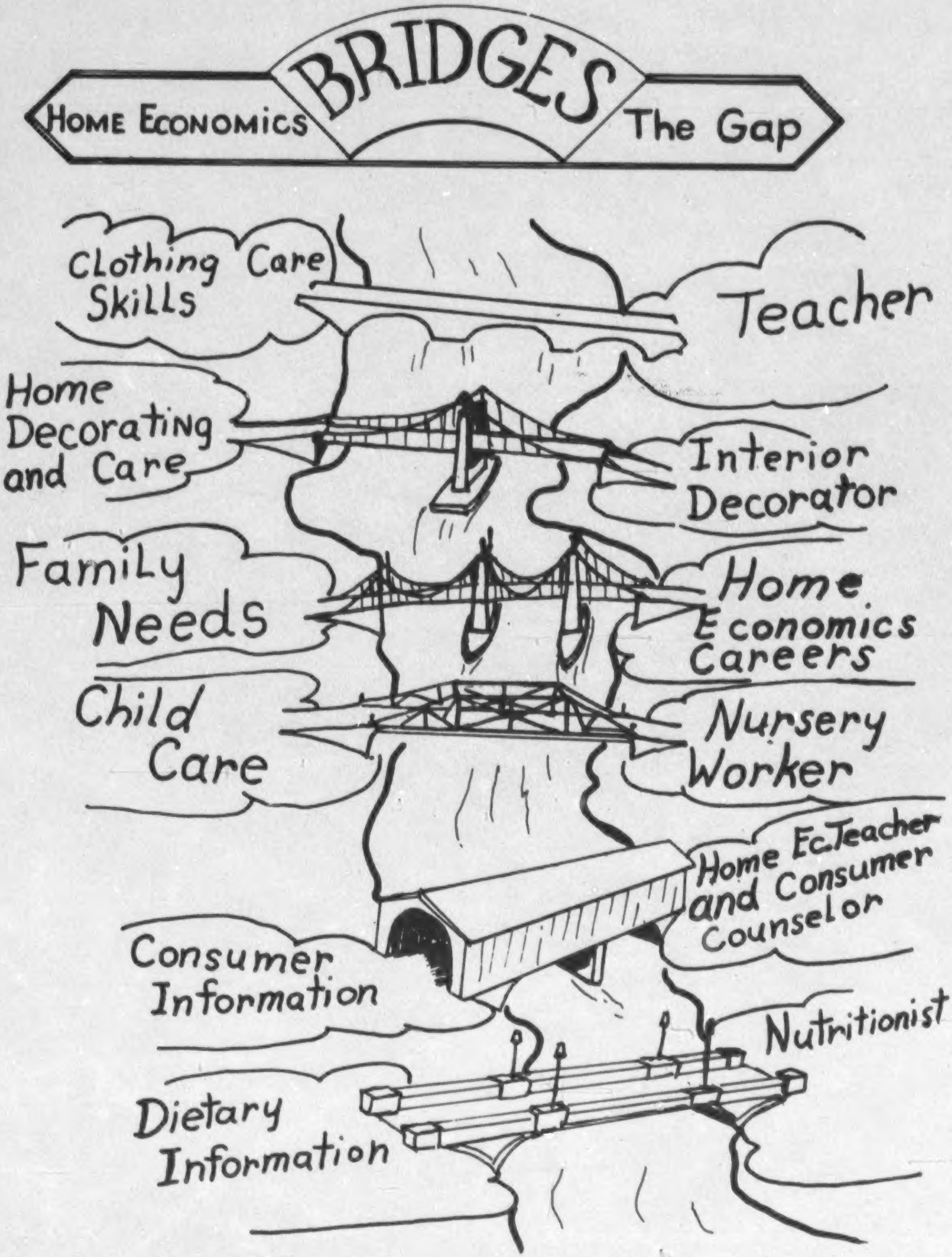
Make stork of cardboard. Use a real diaper. Use to introduce new programs, new ideas, bulletins, clippings, directions for class activity, etc.

Original idea of
Reva Kerfoot
North Hardin High
Radcliff, Kentucky

Put Some Feathers In Your "Career Cap"


Education
Good Grooming
Good Work Habits
Salable Skills
Good Personality

S.STATZER.CURR.DEVE.CNTR.UK. 12,2 7#6


BRIDGES
HOME ECONOMICS
The Gap
Clothing Care Skills
Teacher
Home Decorating and Care
Interior Decorator
Family Needs
Home Economics Careers
Child Care
Nursery Worker
Home Ec.Teacher and Consumer Counselor
Consumer Information
Nutritionist
Dietary Information

S.STATZER.CURR.DEVE.CNTR.UK.1239.#11

Certificate of Achievement In Career Education

Recognition is hereby given to

For satisfactorily completing a program
in exploring careers in
Consumer Homemaking and Related Occupations

Awarded this day of 19

ADDRESSES OF PRINTERS AND PUBLISHERS

Advance Floor Machine Company
Spring Park
MN 55384

Agriculture Extension Department
Michigan State University
Lansing, MI

Ahrens Publishing Co., Inc.
Subsidiary of Hayden Book Co., Inc.
50 Essex St.
Rochelle Park, NJ 07662

Amalgamated Clothing Workers
of America
15 Union Square
New York, NY 10003

American Apparel Manufacturers
Association
2000 K St., N.W.
Washington, DC

American Bakers Association
1700 Pennsylvania Ave. N.W.
Washington, DC 20006

American Carpet Institute Inc.
350 Fifth Avenue
New York, NY

American Crafts Council
44 West 53rd St.
New York, NY 10019

American Dietetics Association
620 N. Michigan Ave.
Chicago, IL 60611

American Home Economics Assoc.
2010 Massachusetts Ave. N.W.
Washington, DC 20036

American Hotel and Motel Assoc.
Educational Institute
221 West 57th St.
New York, NY 10010

American Institute of Laundering
Joliet
IL 60434

American Institute of Nutrition
9650 Wisconsin Avenue
Washington, DC

American Management Association
135 W. 50th Street
New York, NY 10020

American Meat Institute
Department of Personnel Relations
59 E. Van Buren Street
Chicago, IL 60605

American Textile Manufacturing Inst.
Educational Department
1501 Johnston Bldg.
Charlotte, NC 28202

American Toy Institute, Inc.
Room 203
200 Fifth Ave.
New York, NY 10010

ARCO Publishing Co., Inc.
219 Park Ave. South
New York, NY 10003

Armstrong Cork Company
Floor Division
Lancaster, PA 17604

Associated Fur Manufacturers Inc.
101 West 30th Street
New York, NY 10001

Association for Childhood
Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Association-Sterling Films
5797 New Peachtree Road
Atlanta, GA 30340
or
347 Madison Avenue
New York, NY

Audio Visual Services
Scott Street Building
University of Kentucky
Lexington, KY 40506

Charles A. Bennett Company, Inc.
809 Detweiller Drive
Peoria, IL 61614

Best Foods
1437 W. Morris St.
Indianapolis, IN 46200

Bissell Home Service Institute
2345 Walker N.W.
Grand Rapids, MI 49501

Bowmar
Box 3623
Glendale, CA 91201

Bureau of Labor Statistics
Department of Labor
U.S. Government Printing Office
Washington, DC 20402

Bureau of Product Safety
5401 Westbard Avenue
Bethesda, MD 20016

Bureau of Research and Statistics
Division of Employment Security
Labor and Industry Building
Trenton, NY 08625

Bureau of Vocational Education
State Department of Education
Capital Plaza Tower
Frankfort, KY 40601

Butterick Fashion Marketing Co.
P.O. Box 1914
Altoona, PA 16603

Calhoun Audio-Visual Co., Inc.
121 Forest Avenue, N.E.
Atlanta, GA 30303

Careers Incorporated
Largo
FL 33540

Childrens Bureau
Superintendent of Document
U.S. Government Printing Office
Washington, DC 20402

Child Welfare League of America
44 East 23rd St.
New York, NY 10010

Chilton Book Company
Chilton Way
Radnor, PA 19089

Chronical Publishing Co.
54 Mint St.
San Francisco, CA 94103

College of Home Economics
University of Kentucky
Lexington, KY 40506

Clothing Manufacturers Association
of USA
135 West 50th Street
New York, NY 10020

Coats and Clark
P.O. Box 383
Fair Lawn, NJ 07410

Community Playthings
Rifton
NY 12417

Council on Hotel, Restaurant and
Institutional Education
Statler Hall
Ithaca, NY 14850

Council on Opportunities in
Selling Inc.
630 Third Avenue
New York, NY 10017

Creative Playthings
Princeton
NJ 08540

The Culinary Institute of America
Angell Square
393 Prospect Street
New Haven, CT 06511

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040

Custom Tailors and Designers
Association of America
400 Madison Avenue
New York, NY 10017

Department of Child Welfare
403 Wapping Street
Frankfort, KY 40601

Department of Labor
Bureau of Vital Statistics
U.S. Government Printing Office
Washington, DC 20402

Department Store Journal
25 West 45th Street
New York, NY 10036

Division of Employment Security
Bureau of Research and Statistics
Labor and Industry Building
Trenton, NJ 08625

Doubleday and Company
277 Park Avenue
New York, NY 10017

E.P. Dutton and Company
201 Park Avenue South
New York, NY 10003

Educational Dimension Corp.
P.O. Box 488
Great Nech, NY 11022

Educational Progress Corp.
8538 E. 41st Street
Tulsa, OK 74145

Educational Sensory Programming
Jonesboro
AR 72401

Educators Progress Service
Randolph
WI 53956

Encyclopedia Brittanica
Educational Corporation
425 N. Michigan Avenue
Chicago, IL 60611

Eye Gate House
146-01 Archer Avenue
Jamaica, NY 11435

Fairchild Publications
7 East 12th Street
New York, NY 10003

Fairchild Visuals Inc.
7 East 12th Street
New York, NY 10003

The Fashion Group, Inc.
9 Rockefeller Plaza
New York, NY 10020

Fish and Wildlife Service
Bureau of Commercial Fisheries
U.S. Dept. of Interior
Audio-Visual Services
1815 N. Fort Myers Drive
Arlington, VA 22209

Focus Film Productions
1385 Westwood Blvd.
Los Angeles, CA 90024

Follett Educational Corp.
Educational Opportunities Division
1010 West Washington Blvd.
Chicago, IL 60607

Friends Neighborhood House
Philadelphia, PA

Future Homemakers of America
U.S. Office of Education
Department of Health, Education
and Welfare
Washington, DC 20000

Gerber Products Company
Freemont, MI 49412

Ginn and Company
Xerox Education Group
191 Spring Street
Lexington, MA 02173

Guidance Associates
Pleasantville, NY 10570

Harper and Row
10 E. 53 Street
New York, NY 10022

Hayden Book Company, Inc.
50 Essex Street
Rochelle Park, NJ 07662

D.C. Heath and Company
2700 N. Richardt Avenue
Indianapolis, IN 46219

H. J. Heinz Company
Pittsburg
PA 15200

Houghton and Miffin
2 Park Street
Boston, MA 02107

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Institute of Food Technologist
221 North La Salle Street
Chicago, IL 60601

International Association of
Clothing Designers
125 Twelfth Street
Philadelphia, PA 19107

International Ladies Garment
Workers' Union
1710 Broadway
New York, NY 10019

International Teaching Tapes
Educational Development Corp.
P. O. Drawer 865
Lakeland, FL 33803

Iowa State University Press
Press Building
Ames, IA 50010

S.C. Johnson and Son
Racine
WI 53401

Kentucky Department of Child
Welfare
403 Wapping Street
Frankfort, KY 40601

King Features
235 E. 45th Street
New York, NY 10017

Learning Corporation of America
Preview Library
50-30 Northern Blvd.
Long Island City, NY 11101

Lever Brothers
Homemaking Center
390 Park Avenue
New York, NY 11205

J.B. Lippincott and Company
E. Washington Square
Philadelphia, PA 19105

McGraw Hill Book Company
Gregg or Webster Division
Manchester Road
Manchester, MO 63011

McKnight and McKnight
U.S. Route 66 at Towanda Ave.
Bloomington, IL 61701

The Macmillan Company
866 Third Avenue
New York, NY 10022

Maytag Company
Home Service Department
Newton, IA

Julian Messner
Division of Simon and Schuster Inc.
1 West 39th Street
New York, NY 10018

Metropolitan Life Insurance Co.
One Madison Avenue
New York, NY 10010

Milday Publishing Company
3839 White Plains Road
Bronx, NY 10467

Millinery Institute of America
10 East 40th Street
New York, NY 10016

Modern Talking Picture Service
9 Garfield Place
Cincinnati, OH 45202
or
2323 New Hyde Park Road
New Hyde Park, NY 11040
or
201 South Jefferson Avenue
St. Louis, MO 63166

National Association for Education
of Young Children
1834 Connecticut Avenue
Washington, DC 20009

National Association of Food
Chains
1725 I Street, N.W.
Washington, DC 20006

National Association of Retail
Grocers of U.S.
360 N. Michigan Avenue
Chicago, IL 60601

National Board of the Coat and
Suit Industry
450 Seventh Avenue
New York, NY 10001

National Board of Fire Underwriters
22 West Adams Street
Chicago, IL

National Dress Manufacturing
Association Inc.
570 Seventh Avenue
New York, NY 10018

National Environmental Systems
Contractors Association
221 N. La Salle Street
Chicago, IL 60601

National Executive Housekeepers
Association, Inc.
Suite 204
Business and Professional Building
Gallipolis, OH 45631

National Millinery Planning Board
East 40th Street
New York, NY 10016

National Outerwear and Sportswear
Association
347 Fifth Avenue
New York, NY 10016

National Restaurant Association
1530 North Shore Drive
Chicago, IL 60610

National Retail Merchants Assoc.
100 W. 31st Street
New York, NY 10010

Needle Trade Publishing Corp.
1120 Shop Road
P.O. Box 527
Columbia, SC 29202

New York Life Insurance Company
Career Information Service
Box 51 Madison Square Station
New York, NY 10010

New York University
100 Washington Square E
New York, NY

Ontario College of Education
The Guidance Center
University of Ontario
1000 Yonge Street
Toronto 289, Ontario

Pathescope Films
71 Weyman Avenue
New Rochelle, NY 10802

Penguin Books
7110 Ambassador Road
Baltimore, MD 21207

J.C. Penny Co., Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Perspective Films
369 W. Erie Street
Chicago, IL 60610

Philadelphia College of Art
Broad and Pine Street
Philadelphia, PA 19102

Prentice-Hall Inc.
Englewood Cliffs
NJ 07632

Procter and Gamble
P. O. Box 599
Cincinnati, OH 45201

Public Affairs Pamphlets
381 Park Avenue S.
New York, NY 10016

Richards Rosen Press Inc.
29 East 21st Street
New York, NY 10010

Rittners School
345 Marlborough Street
Boston, MA 02115

Sales and Marketing Executives
International
630 Third Avenue
New York, NY 10017

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Simon and Schuster Inc.
630 Fifth Avenue
New York, NY 10020

Singer Sewing Machine Company
30 Rockefeller Plaza
New York, NY 10020

Society of American Florist
Sheraton-Park Hotel
Washington, DC 20008

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

The Sperry and Hutchinson Company
3003 East Kemper Road
Cincinnati, OH 42541

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

United Garment Workers of America
31 Union Square
New York, NY 10003

University of Kentucky
College of Home Economics
Lexington, KY 40506

University of Kentucky
Cooperative Extension Service
Lexington, KY 40506

U.S. Department of Health, Education
and Welfare
Office of Education
U.S. Government Printing Office
Washington, DC 20402

U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, DC 20402

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U.S. Small Business Administration
Room 188 Federal Office Building
600 Federal Place
Louisville, KY 40402

Visual Education Consultants
Madison, WI 53701

J. Weston Walch
Box 658 Main Post Office
Portland, ME 04104

Western Kentucky University
Department of Home Economics
Bowling Green, KY 42101

Westinghouse Learning Press
100 Park Avenue
New York, NY 10017

What's New In Home Economics
666 Fifth Avenue
New York, NY 10019

White Mop Wringer Company
Division of Electrolux Corp.
Fultonville, NY 12072

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

Women's Bureau
Department of Labor
U.S. Government Printing Office
Washington, DC 20402